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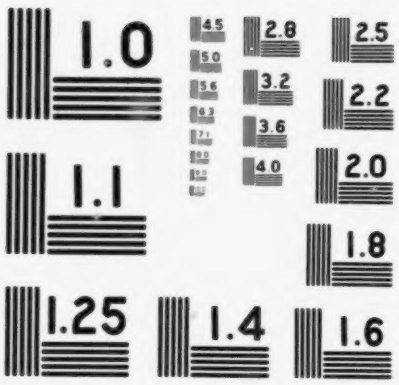
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REPORT RESUMES

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THE PREVENTION AND CONTROL OF ANTI-SOCIAL BEHAVIOR OF YOUTH.
BY- PELEGRINO, DONALD A. AND OTHERS
RECREATION AND YOUTH SERVICES PLANNING COUNCIL
PUB DATE SEP 66
EDRS PRICE MF-$0.75 HC-$5.88 145P.

DESCRIPTORS- *ANTI SOCIAL BEHAVIOR, *DELINQUENCY PREVENTION, *YOUTH AGENCIES, *RESOURCE GUIDES, PROGRAM GUIDES, YOUTH PROGRAMS, INTERACTION, REFERRAL, SOCIALLY DEVIANT BEHAVIOR, SOCIALLY MALADJUSTED,

THE IN-SERVICE TRAINING GUIDE FOR YOUTH SERVICES PERSONNEL WAS DESIGNED TO AID PERSONNEL IN THE PREVENTION AND CONTROL OF ANTI-SOCIAL YOUTH BEHAVIOR. THIS PRACTICAL GUIDE AND TRAINING MANUAL PRESENTS A COMPENDIUM OF IDEAS, SUGGESTIONS, AND TECHNIQUES. THE INTRODUCTION PRESENTS THE BACKGROUND AND PROCEDURES OF THE GUIDE'S PUBLICATION AND DEFINITIONS, TYPES, AND CAUSES OF ANTI-SOCIAL BEHAVIOR. COOPERATION AND INTERACTION MARK THE RESPONSIBILITIES AND ROLES OF THE VARIOUS PERSONNEL INVOLVED. BASED ON THREE FUNDAMENTAL CONCEPTS, GUIDELINES AND PRINCIPLES IN DEALING WITH ANTI-SOCIAL BEHAVIOR WERE PRESENTED FOR STAFF, PROGRAMS OR ACTIVITIES, PROGRAM ADMINISTRATION, COUNSELING, PARENTS, AGENCY, AND POLICE RELATIONS. SPECIFIC PROBLEMS AND SOLUTIONS WERE DISCUSSED CONCERNING SOCIAL FUNCTIONS AND SPECIAL EVENTS, PROPERTY LOSS AND DAMAGE, VIOLENCE, SWEARING, SMOKING, DRINKING, NARCOTICS, BULLIES, HANGER-ON, ETHNIC GROUPS, CLIQUES, GANGS, PROVIDING GUIDANCE, AND AGENCY COOPERATION. UNDERSTANDING THE LANGUAGE OF MODERN YOUTH IS ESSENTIAL, SELECTIONS OF CURRENT TERMS WERE GIVEN AND DEFINED. REFERRAL IS DESIRABLE WHEN SOCIAL ADJUSTMENT PROBLEMS CANNOT BE MET WITHIN A GIVEN PROGRAM, AGENCY INTERACTION IS CRUCIAL. THIS DOCUMENT IS ALSO AVAILABLE FOR $3.00 (PLUS 4 PERCENT SALES TAX) FROM RECREATION AND YOUTH SERVICES PLANNING COUNCIL, 731 SOUTH HOPE STREET, LOS ANGELES, CALIFORNIA 90017. (WR)

ED018839

THE PREVENTION AND CONTROL OF ANTI-SOCIAL BEHAVIOR OF YOUTH

AN IN-SERVICE TRAINING GUIDE
FOR
YOUTH SERVICES PERSONNEL
OF THE
LOS ANGELES CITY SCHOOLS

TO AID PERSONNEL OF RECREATION AND YOUTH SERVICES AGENCIES IN DEALING MORE EFFECTIVELY WITH ANTI-SOCIAL BEHAVIOR OF YOUTH

CG 001 866

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE PREVENTION AND CONTROL OF ANTI-SOCIAL BEHAVIOR OF YOUTH

AN IN-SERVICE TRAINING GUIDE
FOR
YOUTH SERVICES PERSONNEL
OF THE
LOS ANGELES CITY SCHOOLS

Donald A. Pelegrino, M. S., Project Director
Edwin J. Staley, Ph. D., Project Coordinator

Alex D. Aloia, Ph. D., Committee Chairman

September, 1966

RECREATION AND YOUTH SERVICES PLANNING COUNCIL
731 South Hope Street, Los Angeles, California 90017

Alex D. Aloia, Ph. D.
President

Edwin J. Staley, Ph. D.
Executive Director

FOREWORD

The Recreation and Youth Services Planning Council has prepared this publication under a contract with the Los Angeles City Board of Education. It is intended for use with specific application to its Youth Services Program. Although the content and language refer frequently to the school setting, it is felt that the material will be valuable to all agency personnel who work with youth in any recreation setting.

It is also intended to serve as both a practical guide and a training manual for the program leader in the recreation and youth services agency in dealing more effectively with anti-social behavior of youth. We believe that this document will yield valuable insights. It will help workers to better understand and to be able to plan for the perplexing problems of anti-social behavior that occur daily. It does not offer "pat" answers, but suggests a variety of solutions to specific problems.

Over 450 individuals representing 25 agencies have contributed to this project. Their contributions represent selective data and collective knowledge from seasoned workers.

The Council is indebted to the many people who participated in the project and gave so freely and thoughtfully of their time, ability, and experience. The study process, involving both lay citizen concern and professional advisory assistance, is one of the key characteristics of all Council studies. The results of this cooperation are now available to you in the pages that follow.

EDWIN J. STALEY
Executive Director

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PART I INTRODUCTION AND BACKGROUND

Introduction

"Youth is disintegrating. The youngsters of the land have a disrespect for their elders, and a contempt for authority in every form. Vandalism is rife, and crime of all kinds is rampant among our young people. The nation is in peril!"

This cry could have come from a modern expert in sociology or criminology. Instead, it came from a discouraged Egyptian priest - about four thousand years ago when his country was going through one of its periodic transitions.

Fifteen hundred years later an authority on youth said, "Children today love luxury. They have bad manners, a contempt for authority, a disrespect for their elders, and they like to talk instead of work. They contradict their parents, chatter before company, gobble up the best at the table, and tyrannize over their teachers."

This sounds like a statement from current writing, but it came from Socrates - during Athens' Golden Age.

For centuries experts have studied the problems of anti-social behavior. Philosophers have pondered its causes and cures. Official statistics have been offered for general consumption. Sociologists, educators, and criminologists have observed, identified, and studied the problems of anti-social behavior on a world, national, state, and local basis.

Because of the intensification of problems of an anti-social nature, this Guide was developed in answer to the following Los Angeles City Board of Education contract request to the Recreation and Youth Services Planning Council:

> This guide shall be prepared with an orientation to and techniques of coping with individuals and situations which could be considered to be anti-social or disruptive of the program, with a view to forestalling such incidents as vandalism, theft, assault, etc., as well as to control and give appropriate guidance to those individuals demonstrating anti-social behavior.
>
> It is anticipated that the guide shall also assist Youth Services personnel in identifying various forms of anti-social behavior and in techniques of making referrals of individuals to appropriate community organizations and agencies qualified to render specialized services.

This project represents a unique type of study. Extensive investigation and inquiries were made throughout the country and to all the large cities of the United States for information on a "practical" guide or manual for dealing with anti-social behavior for youth workers, but little or no specific assistance was available. There were no published models for study or comparison, so this publication can be considered a pioneer effort. It is realized, therefore, that there will be a need for further study and revision of this manual as it is used.

Background and Procedure

At the outset of the writing of this Guide, youth workers suggested that there be included some basic guidelines and information to assist youth workers when they are confronted with both normal and critical situations. This information is not new; it comes from experience. It does not purport to provide final answers. The material gives choices of solution rather than all-inclusive answers. It represents selective data and collective knowledge from seasoned workers.

Personnel

Completion of this Guide directly involved: (see page 123,ff.)

1. Officers, board members, professional consultants, and staff of the Recreation and Youth Services Planning Council.
2. The chairman and fourteen other members of an Anti-Social Behavior Study Committee.
3. Liaison representatives from the Youth Services Section of the Los Angeles City Schools.
4. A project director for the Guide.

Plan of Work

Action to undertake the project was taken by the Council in the summer of 1965. The study process included several steps:

1. Appointment of a special study committee January 19, 1966 to:
    - (a) Review the study design.
    - (b) Review data submitted and prepared by the project director.
    - (c) Evaluate findings and formulate content and recommendations for the Guide.

2. Appointment of a project director to:
    (a) Review current and existing literature on the subject.
    (b) Collect, screen, analyze, and edit data from personnel of various private and public youth-serving agencies, such contributors ranging from students of the junior high school level to the most experienced personnel capable of dealing with anti-social behavior.
    (c) Meet with appropriate staff members of contributing agencies and advise with members of the study committee and Youth Services.
    (d) Prepare the Guide for the committee and the Council.
3. Review and approval of the Outline of the Table of Contents by the study committee on March 29, 1966, and by the RYSPC Board of Directors on April 27, 1966.
4. Review and adoption of the Guide by the study committee on May 3, 1966.
5. Approval by the RYSPC Board of Directors for transmittal of the Guide to the Los Angeles City Schools on May 25, 1966.

Procedure

1. The Project Director conferred with the Supervisor of the Youth Services Section, Los Angeles City Schools, to establish a plan of action and methods to be followed. It was decided to use the "Crawford technique"[1] for gathering and sorting of materials.

    The "How to" method was adopted as the most efficient and effective procedure for organizing this data into practical form.

2. Staff met with numerous groups (see Appendix A, page 118) to identify the most common, crucial and recurrent problems which faced workers in the recreational field in their dealing with the anti-social problems of youth.

    At the same time members of the groups were asked to contribute information from their experience on how they coped with stated problems. The "How to" method proved to be an excellent device for efficiently gathering information from the workers. (See Appendix A, pages 97-100,for forms used).

---

[1] Claude C. Crawford, et al, Guide For Curriculum Projects (pub. by C. C. Crawford, 3832 West Vernon Avenue, Los Angeles, 1950).

Members of the groups were also asked to contribute suggestions as to what they thought would be most helpful in the proposed Guide from the point of view of the worker in the field.

3. Lists of the problems and suggestions for the Guide were then presented to other groups. They were asked for their most workable solutions.

   In addition they were asked to contribute information in the search for general principles in dealing with youth, roles of specific personnel, and jargon used by teenagers today. The need for information on these topics had been specifically requested by earlier groups. (See Appendix A, pages 92-100, for forms used.)

   The "How to" sections were presented to groups of teenagers for their suggestions of ways to deal with the problems. This was done to insure a more comprehensive overview for the Guide.

4. The mass of material was then sorted and screened for duplication. The collected ideas, proposed solutions, and information about experience was pooled and organized into a tentative working order. The results were presented to the study committee for review, discussion, suggestions, and approval.

5. Different sections of the Guide were sent to experienced and capable personnel for evaluation and editing. (See Appendix A, page 121).

6. Staff carefully examined materials when they were returned by agency personnel and edited the Guide into final form. It was then presented to the study committee for suggestions and approval.

7. Staff completed final editing and re-writing.

Definition, Types, and Contributing Causes of Anti-Social Behavior

To many people anti-social behavior and delinquency are synonymous terms. Anti-social is vague in its meaning; delinquency is an ambiguous and much abused word. Both terms have taken on many overtones above and beyond their original meanings. As a result, both anti-social and delinquent mean different things in different places to different researchers and different readers. Consequently, both words are almost completely useless unless they are precisely defined.

Anti-Social or Delinquent? What Kind of Behavior?

It is necessary to consider the kinds of behavior that might be termed anti-social or delinquent. For example: Bill and his friends break into and vandalize a local school; Jack pulls a knife and threatens a youth worker; Harry and Fred get drunk and antagonize the "little" kids on a playground; a group of boys are caught playing cards for money; Louise sasses the youth worker and swears at her; a gang of boys crashes a private party or dance at a local youth-serving agency. All of these acts have something in common. Each act represents behavior that is generally considered rule-violating or anti-social in nature. Each act is considered to be a socially unacceptable expression of individuals who need help and guidance in their social adjustments.

A dictionary of social science defines anti-social behavior as the antagonistic behavior which is destructively oriented towards others.[1]

---

[1] John T. Zadronzny, Dictionary of Social Science (Washington, D.C.: Public Affairs Press, 1959.)

One psychiatrist defines delinquency as anti-social behavior outside the patterns of normal behavior which is so extreme as to endanger society and the delinquent.[1]

Another psychiatrist defines delinquency as hostile defiance towards authority, whether it be vested in the policeman, the teacher, or the parent.[2]

One educator defines it as a serious type of deviation contrary to the law.[3]

Another educator defines it as a pattern of behavior manifested by a youth below the age of eighteen that is contrary to the laws of the land and the accepted mores and that is anti-social in nature.[4]

A leading researcher in the field defines delinquency as norm- or rule-violating behavior which brings the youngster to the attention of an official authority or an official agency, depending upon the specific nature of the offense.[5]

Anti-Social Behavior

For the purpose of this Guide the term anti-social behavior is used to describe a continuum ranging from the minor problems of the playground to acts which are delinquent by legal definition; that is, acts which involve the youth with the police or other law enforcement agencies.

---

[1] Benjamin Fine, 1,000,000 Delinquents (New York, 1955), p. 22.

[2] Ibid.

[3] Ibid.

[4] Ibid.

[5] William C. Kvaraceus, et al, Delinquent Behavior: Culture and the Individual (Washington, D.C., 1959), Vol. 1, pp. 114-115.

The following are the most common types of anti-social behavior which in their extreme forms become delinquent behavior:[1]

Abuse of other patrons, members, and leaders (verbal)
Assault
Disregard for authority
Disrupting or interfering with program
Drinking
Fighting
Immoral Acts
Objectionable language
Playground or agency violations
Sex delinquency
Theft
Use of narcotics
Vandalism

Contributing Causes of Anti-Social Behavior

Any one or more of the following factors may be contributing causes of anti-social behavior:

1. Family situation - both parents working, broken families - parental control and influence are consequently limited. Family migration from neighborhood to neighborhood which tends to develop instability.

2. Deficits in health and physical and mental capacities.

3. School failures as a result of poor grades, low achievement, disinterest, lack of guidance.

4. Aspirations - goals that are all too high, too unrealistic, and are not easily attainable.

5. Limited opportunities for employment and further education.

6. Cumulative life experiences that eventuate in trouble - vulnerable behavior patterns. These may be a result of ethnic and racial conflicts, financial lack, and other causes.

---

[1] For further discussion of the problems see: 1,000,000 Delinquents; New York City Youth Board, Reaching the Fighting Gang (New York, 1960); Council of Metropolitan Chicago, Breaking Through Barriers (Chicago, 1960); Catherine V. Richards, "Finding a Focus for Work with Hostile Youth Groups," in National Assoc. of Social Workers, Social Work with Groups (New York, 1958).

7. A general tendency today on the part of children and teenagers to resent authority which may be due to lack of parental control or conflicts with parents, teachers, and police.

8. Automobiles and general mobility of a group which make it possible for youth to move about readily from center to center or from playground to playground. This mobility often results in the youths' reaction becoming delinquent play.

However, no one of these factors can account for all of the anti-social behavior observed. With elimination of plausible, single, causal explanations, it becomes necessary to reckon with the fact that the act may be the same though the reason behind it differs. One must always ask: "Why does this youth behave as he does?"

PART II RESPONSIBILITIES

Roles of Personnel in Dealing With Anti-Social Behavior

The success of the Youth Services Program depends to a large extent upon cooperation and interaction with other personnel who hold positions of responsibility directly or indirectly related to the program.

The Youth Services coordinator or contact representative in each school can encourage others to assume effective roles in this relationship. This section offers some positive suggestions for developing these relationships to achieve a more successful program.

FOR ALL PERSONNEL *

1. Promote Youth Services Program through better public relations to gain support for the program.
2. Help recreation leaders recognize abilities or inabilities of their students.
3. Be constantly aware of trends of anti-social behavior in youngsters.
4. Attend events from time to time to observe the students in a social situation.

---

*In this, as in future sections, the statements are varied so as to give choices rather than to constitute a single, unified solution.

5. Be friendly, firm, and fair.
6. Encourage student council and other local youth councils to assist in planning and discipline.
7. Involve responsible and interested authority groups such as Big Brothers in events.
8. Be attuned for potential problems and attempt to take preventive action before a situation becomes difficult.
9. Consult youth - allow them freedom of expression in many different areas. Provide outlets for energy-releasing activities.
10. Include parents in planning - not necessarily the chosen P.T.A. help, but also those not so involved in the program or those appointed or recommended by the administrator. Involve community service groups as sponsors. Create an attitude of "looking ahead" in a preventive program of helping to set policy and to coordinate activities affecting recreation.

FOR SCHOOL PRINCIPALS AND VICE PRINCIPALS

Establish Closer Relationships

1. Build up a closer working relationship with the Youth Services coordinator or contact representative who should make himself available for advice and assistance whenever needed.
2. Help bring the Youth Services Program to the attention of the faculty so they can more fully understand its aims and objectives.
3. Let the teens know that you are their friend in need and not their enemy who only expels and suspends them from school. Mingle with the teens on campus and in their activities. Keep a close contact with them.

Take Positive Actions

1. Allow responsibility to be given to the Youth Services coordinator or contact representative so that he or she is more than a bookkeeper.
2. Encourage teachers to sponsor a club. Utilize the various talents of teachers in Youth Services activities.
3. Conduct consultations with students, parents, and probation or parole officers.

4. Have a special assembly for students, faculty and parents for the purpose of discussing anti-social behavior and contributing positive ideas on coping with problems of anti-social behavior.

5. Allow the boys and girls more freedom in setting up the rules for their behavior and the running of their activities.

6. Make as few rules as possible, but enforce those you have. Don't threaten without effective follow up.

7. Apply policy, rules and regulations to all groups and individuals impartially, with firmness and friendliness.

8. Alert playground personnel to problems of the area, successful school techniques, known ringleaders, police contacts.

9. Take positive approach; appeal to the good in students and to the good students for help.

10. Remember that suspension and social adjustment transfers sometimes pass the problem to others.

FOR COUNSELORS

1. Use the after-school recreation program as a laboratory to observe students in social situations.

2. Be familiar with the Youth Services Program and refer students to it.

3. Use Youth Services as a topic to be explored in outlining program of the school to new students in the school. This should be an essential part of the orientation program.

4. Try to interest the anti-social student in joining social and special interest clubs.

5. Alert Youth Services personnel to specific problem children in situations where this is advisable or helpful. Be certain that the student is not labeled, but helped.

6. Explain cumulative record data to Youth Services personnel where applicable and when necessary.

7. Make home visits - observe family structure.

8. Pass on to the Youth Services personnel suggestions for activities that you hear from the children.

FOR TEACHERS

1. Get to know your students better through sponsorship of clubs.
2. As a learning activity periodically discuss problems of anti-social behavior with children.
3. Use the pupil personnel services staff to assist you with problems. This could be the counselor, child welfare and attendance worker, social worker, psychologist, nurse, etc.
4. Know your students and their backgrounds; problems in the home, neighborhood, etc. Try to understand youth in the context of his environment.
5. Seek experience in the Youth Services Program after school and summers.

FOR YOUTH SERVICES COORDINATORS AND CONTRACT REPRESENTATIVES

1. Coordinate and supervise the total program of Youth Services which involves a variety of regularly scheduled activities as well as numerous special unscheduled events and excursions.
2. Conduct surveys and inventories to determine the recreational needs and interests of the school and community.
3. Process and supervise all certified teachers taking part in the Youth Services Program.
4. Recruit, train, and assign volunteers.
5. Inventory, order, and maintain supplies and equipment necessary to the operation of the program.
6. Communicate and cooperate with the Youth Services supervisors to strengthen the program by experimenting with and evaluating new or different activities.
7. Interpret the program to the student body, the faculty, and to the community.
8. Coordinate weekend, Christmas, Easter, and all holiday playground activities.

9. Act upon occasion as consultant and advisor to community recreation groups.

10. Cooperate with vice principals and the counseling staff in an effort to help young people with problems make a successful adjustment through participation in extra-curricular clubs and in activities offered in the Youth Services Program.

11. Work closely with the physical education departments in scheduling use of equipment and facilities.

12. Assist community agencies which use school facilities under the Civic Center Act.

13. Serve the school in maintaining good public relations with the community.

    (a) Maintain personal contacts with editors of local community newspapers.

    (b) Interpret the school's progress to the community through publicity material dealing with policies, practices, and events at the school.

    (c) Maintain personal contacts with community organizations, interpreting progress and soliciting aid and support for the various school functions.

14. Schedule all Youth Services trips and handle attendant arrangements for transportation.

15. Conduct continuous evaluation of the Youth Services Program and take appropriate follow-up action.

FOR RECREATION AND PLAYGROUND DIRECTORS

Characteristics

1. Thoroughly understand your role as director by conferences with administrators, supervisors, teachers, and youth leaders.

2. Get to know the children, their backgrounds and abilities (mental and physical), and then find something that interests the individual and involve him in it.

3. Have patience and understanding of groups; get the group on your side.

4. Learn to be diplomatic and honest with individuals. Do not try to challenge groups or their leaders on a strictly personal basis.

Responsibilities

1. Be well organized.
2. Exhibit a great deal of enthusiasm about the program.
3. Anticipate problems and alert administration to playground problems.
4. Report anti-social behavior of students to teachers for better understanding, not discipline.
5. Make the community aware of schedule of playground activities, thus using organization to combat anti-social behavior.
6. Involve the assistants under your guidance as completely as possible.

Leadership

1. Be active and work with students.
2. Encourage all youngsters to participate in activities.
3. Accent good sportsmanship and getting along with others.
4. Help community and pupils to feel responsible for their activity or their playground.
5. Station self where the most participants are, and check other areas regularly. Keep in sight.

Programming

1. Be aware of physical limitations in facilities being used. Be even more aware of possibilities through creative programming.
2. Have an open mind, try new ideas; don't do only what has been done before.
3. Work with the students in planning activities. Select youth to be leaders in helping set up and run the program.
4. Know and use natural leaders.
5. Set up programs that will attract the "bad" youngsters as well as the good ones.

Rules and Regulations

1. Discuss with the youth what you expect from them.

2. Set as few rules as possible, but enforce those you do have.

3. Be firm and fair but do not rule the playground with an iron fist.

FOR PLAY LEADERS

1. Keep director informed. Be consistent in following schedule and/or policies of director; never disagree publicly.

2. Vary activity - never let the program become boring.

3. Participate in the various activities - at least until they get off to a good start.

4. Accent good sportsmanship.

5. Show students that you are interested in them. Try to understand their interests, attitudes.

6. Give the individual some attention at the event.

7. Get to know leaders. Have them assist, and give their groups some responsibility.

8. Choose non-leaders for referees, when possible, to encourage leadership.

9. Keep active records and continue follow-up on recruiting club members.

FOR P. T. A. s

1. Work with the P.T.A. Recreation Committee Chairman in order to insure more effective coordination and cooperation. Make them aware of what you are trying to do for the youth of the community and the community itself. Include Youth Services as a specific topic to be discussed, reviewed, and recommendations made.

2. Involve the P.T.A. in Youth Services activities through planning and helping at activities for the students of the school.

3. Emphasize family participation events.

4. Ask them to help supply equipment, finances, and/or service that is not available through regular channels.

FOR OTHERS

Police and Probation Officers

1. Cooperate with the youth organizations.

2. Meet with youth at all times, not only when negative situations arise. Get out and observe the youth in their own setting.

3. Stop at or near the local hangout and have a coke or just "shoot the breeze" instead of checking up in a suspicious manner.

4. See people as individuals, not as members of a group.

5. Get acquainted with Youth Services staff by dropping in to see program.

6. Assist staff with preventive and positive, corrective measures as time permits.

Teen Post or Other Youth Agency Personnel

1. Give participants a comfortable atmosphere and opportunities to have their minds occupied in study of their own choosing.

2. Help these young people feel free to discuss their problems, and permit them to make real decisions.

3. Know youngster's parents, home life, school life, and associates.

4. Know the hard-core groups. Work with the anti-social individuals; try to become friends. Get problem youth interested in a project; involve them in the total program.

5. Try to offer some method of solution to teens and parents in their anti-social behavior.

6. Exercise sound judgment. Be dependable and available. Do not show preferences.

Parents

1. Find out just why the child acts the way he does. Take an interest in children and their activities.

2. Involve self in school and Youth Services activities by participating as volunteer.

3. Attend lectures, forums, and group discussions about youth behavior and their activities.

4. Seek help in coping with negative situation.

5. Give credit - when credit is due.

PART III GUIDELINES

Principles in Dealing With Anti-Social Behavior

BASIC CONCEPTS

1. Anticipate manifestations of anti-social behavior.

2. Refuse to take such action lying down; prepare a plan of action to deal with such behavior.

3. Plan to redirect anti-social behavior toward constructive goals.

FOR STAFF

1. Select and train leadership who are genuinely interested in youth and aware of their strength and weaknesses.

2. Delegate authority - the leaders who are charged with overall responsibility must also have the authority to carry out their program.

3. Define role of Youth Services personnel as they relate to school and administration; define roles of administrators in this relationship.

4. Require all personnel to learn preventive and constructive methods of dealing with this behavior.

5. Advise staff on how to cope with such anti-social behavior:

    (a) General duties of a recreational director and extra duties when occasion of anti-social behavior arises.

    (b) Characteristics and what to look for in individuals who are likely to display anti-social behavior.

    (c) Where to look and whom to contact for help in working with anti-social behavior - outside sources.

6. Establish full communication through more meetings with parents, teachers, playground personnel, counselors, and other groups to share ideas of how to work with children.

7. Assign enough personnel for supervision and program.

8. Establish reference list of the most common playground problems and possible solutions.

9. Establish and make known emergency procedures - list sources for immediate help.

10. Personnel:

    (a) Should be experienced in 1) recreation work, 2) the type of people they deal with, and 3) understanding children, area and environments.

    (b) Should have basic knowledge of all activities included in the after-school situation.

    (c) Should be aware of community needs and problems.

    (d) Should be familiar with and acceptable to the area; should be respected by the community.

    (e) Should be able to earn respect from youth; should be approachable and form relationships easily.

11. Staff problem areas with the most experienced personnel.

FOR PROGRAM OR ACTIVITIES

Planning

1. Arrange a program which is well-structured, interesting, active and well-balanced. It should be suited to the particular area and types of youth.

2. Share some responsibilities with natural leaders (youth and adult) to help set up policies and enforce rules, but do not assume that they can control everyone.

3. Give participants responsibilities for certain areas of planning and organization with adult guidance. Make use of all student agencies of the school; create teen planning council.

4. Start with the initial interests of the groups (within the law) and gradually guide them in proper direction.

5. Set up program to meet the needs of all groups participating:
    - (a) Plan a variety of activities to interest and motivate everyone - something for everybody. Let the youth help in some of the planning.
    - (b) Adapt to group concerned - ability, interests, age.
    - (c) Provide more experiences for all children.
    - (d) Allow for the non-conformist and anti-social youth (up to a point).
    - (e) Consider different backgrounds of participants.
    - (f) Time activities according to interest and attention span.
    - (g) Set up special activities on a rotating schedule.
6. Thoroughly organize in order to:
    - (a) Provide a stimulating program which can be flexible.
    - (b) Anticipate potential problems and needed changes.
    - (c) Eliminate as far as possible on-the-spot decisions which could make your program ineffective.
7. Attempt to have something to do that is not out of reach of the people trying to perform.
8. Include both recreational programs and more cultural ones as the group progresses.
9. Make limitations of program explicit through explanation of cost of equipment, supplies, and use of physical facilities.
10. Follow through and continually evaluate existing programs and procedures, including fuller use of existing facilities. Use in-service training and planning sessions with community organizations for this.
11. Provide dropouts and potential dropouts with workshops in practical skills on a one-to-one basis where needed in tutoring and in small remedial educational groups. Involve local tutorial programs. Remember that: (a) dropouts are frequently more adult in behavior than in-school teenagers; (b) the rejected element can be reached through recognition, rewards, jobs.

Facilities

1. Use school facilities to maximum.
2. Keep facilities open during key periods of free time for youths.
3. Enlist the aid of other agencies in providing facilities.
4. Provide facilities for jam sessions, outside recreation areas, and basketball courts to take advantage of already established special interests of anti-social individuals.
5. Make sure that equipment is always available.

FOR ADMINISTERING THE PROGRAM

Rules

1. Establish a framework of rules designed in light of future problems; definite guidelines for behavior in various activities - safety rules, playing rules, etc.
2. Make the rules definite and clear; cover the situation thoroughly, but with as few rules as possible. Organize governing body of participants to help establish rules and help handle problems.
3. Make sure the members help set up and understand the rules and let them know why the rules must be followed. Impose consistant and known penalties if they break rules.
4. Post a chart of playground rules for all to see on a bulletin board, door, or in a window - and hand out sheet for all new playground users.
5. Establish minimum criteria for joining clubs, etc.
6. Allow time for suspicious youth to feel safe before insisting on a form of identification. Give out free membership cards and keep a file of every playground participant at hand.

For Supervising Program

1. Be part of the activities yourself as much as possible.
2. Don't work in a set pattern; be flexible.
3. Use the same staff as much as possible.

4. Make sure personnel realize the potential problems; have a discussion among all supervisors and adults prior to program so all know the situation and potential problems in certain neighborhoods.

5. Be alert to formation of cliques and don't let one person or group control activities.

6. Try to enlist individuals involved in anti-social behavior in activities rather than rejecting tham and sending them away from facilities. Motivate them to become part of the program.

7. Take quick steps in diagnosing problems to prevent explosive situations. Try to remove the disturbing element as quickly and quietly as possible.

8. Judge explosive situation in logical manner and try to solve it in the same way. Get the situation under control. Play it by ear. Then try to get to the root of the problem.

For Relations with Youth

1. Develop a positive, hospitable approach to all children, regardless of ethnic origin - trust them and they will trust you. Help them develop a sense of belonging. This is not only desirable, but essential.

2. Compliment those doing well and those who are trying; encourage those on fringes of activities to become involved.

3. Be genuinely interested in the children; what they do, how they do it, and why they do it.

4. Talk with youth every day. Listen. Ask questions. Let them know that you are aware of their presence and are interested in them.

5. Don't go overboard with "protective" or parental attitude; don't condescend. Treat all children as individuals.

6. Respect children's views and opinions and work from there. They are often more sophisticated than we think.

7. Disapprove of anti-social behavior but not of people.

8. Do something if approached with a problem by a youth - or refer him to someone who may be able to help. Do not shrug him off. Do not promise what you cannot perform.

FOR COUNSELING

1. Provide counseling services for any anticipated problems both on an individual basis and through group counseling.

2. Provide youth with opportunities for improvement and encourage them to discuss and see results of anti-social behavior.

3. Encourage youth to make their desires and expectations known.

4. Enlist aid of agencies and persons familiar with problems.

FOR PARENTS

1. Involve parents in program in some meaningful way. (Chaperones, group or club leaders, etc.)

2. Require a conference with parent or guardian in any situation involving youth's anti-social behavior.

3. Require addresses and phone numbers of parents of all participants and parent's permission slips for activities outside of the community.

FOR RELATIONS WITH OTHER AGENCIES

Other Youth Organizations, Community Services, Schools

1. Maintain an open mind: visit other agencies and schools in an effort to find ways of solving your problems. Apply good ideas. Hold inter-agency staff meetings.

2. Establish close contact and good working relationships with local community organizations:

    (a) Service organizations - Optimists, Rotary, etc.

    (b) Existing youth agencies - Boy's Clubs, CYO, YMCA, etc.

    (c) P.T.A.

    (d) Social work agencies which work with youth who utilize facilities.

3. Involve community leaders and community people in your program; ask them to officiate at events; enlist their aid in running events; use them to establish images for groups.

4. Encourage industries to provide or run special programs in their areas - also local police. Establish closer ties with County and City Recreation staff.

5. Set up case conferences to encourage school-community involvement in preventing and assisting in the handling of problems and following through in a situation.

6. Get help from the vice principal, police and probation officers in determining who are anti-social in behavior.

7. Ask help from gang and group-serving agencies in community.

8. Enlist help of entire school staff in spotting anti-social behavior by students in their classes who participate in program.

Police

1. Establish communication with the police, probationary workers, and community workers:
   - (a) Work closely with juvenile officers on preventive measures.
   - (b) Keep them informed of your programs.
   - (c) Clarify their functions.
   - (d) Involve them on an informal basis.

2. Arrange to have uniformed policeman in attendance at large group functions. Have it known ahead of time that he will be there.

3. Provide facilities and encourage parole and probation officers to meet with the gang element of the immediate vicinity and assist them in recreational activity.

PART IV SPECIFIC PROBLEMS

How to Deal with Specific Problems of Anti-Social Behavior

This "How to" section is designed to present youth workers with suggestions and ideas which will aid them in coping with and possibly preventing frequent problems of an anti-social nature which occur in their daily recreational activities. Note: The statements presented give choices of solution rather than all-inclusive answers.

It is hoped that this material will aid and stimulate the leaders who are working with today's youth so that better leisure-time services for all participants can be enjoyed.

Aiding each individual in becoming a more effective citizen through constructive recreation is the challenge of this section.

How to Manage Social Functions or Special Events

A carefully planned program provides an organized purposeful pattern for an activity. The success of an activity depends upon the people involved in it.

Properly managed social functions or special events provide not only relief from discipline problems, gate crashing, and improper dancing, but produce eager participants who are willing to make the activity more meaningful.

Wholesome and proper boy-girl social activities can result in an atmosphere that is essentially free, relaxed, and comfortable for both worker and participants.

HOW TO DEAL WITH IMPROPER DRESS

Use Preventive Instead of Remedial Techniques

1. Provide a guide for standards of dress as agreed upon with the school authorities. Insist on certain standards of clothing for good grooming and safety of individual.

2. Expect youth to comply with good grooming standards.

3. Discuss reason for given dress requirements, and explain to youth what you expect.

4. Point out examples of good dress and grooming.

HOW TO AVOID GATE CRASHING AND CONTROL OUTSIDERS

1. Use personnel who previously have been successful in controlling the situation.

2. Post security guards at entrances, exits. Secure areas of possible "crashing" with adult supervisor.

3. Check for danger groupings in vicinity of events and alert personnel and police as necessary.

4. Assign personnel familiar with the group to handle entrance procedures. Instruct them to allow no one in who does not meet standards.

5. Require identification of participants.
6. Limit participants (with such exceptions as school policy provides):
    - (a) Sell cards for dance and limit it to club members.
    - (b) Limit dance to students of your school or authorized guests.
    - (c) Issue tickets for dance during some other activity or during time when select group is present.
7. Meet them half-way, hear them, their "what fors," let them help set up positive approaches.
8. Use aid of local police agencies.

HOW TO CONTROL RESTROOMS

1. Point out restroom standards - assign youth patrol to carry out the plan.
2. Set up periodic and unscheduled checks by male and female supervisors. Check windows and doors to prevent unauthorized persons from entering.
3. Keep clean and well lighted inside and outside.
4. Open only a minimum number of restrooms.

HOW TO CONDUCT A SAFE DANCE*

1. Let the groups involved set up the standards they must meet and who is allowed to attend within the policies.
2. Organize the group to help police its own dance.
3. Conduct survey of interests; then include new interests that may prove worthwhile.
4. Check local community ordinances and regulations regarding such a function.
5. Coordinate dances so that other schools and agencies in an area are not having dances the same night.

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*For further information consult Conducting Teenage Dances (Program Aid #2, Nov. 1958), Los Angeles City Schools, Youth Services Section.

6. Make all directions specific before dance begins.
7. Enforce appropriate hours and place. Have definite start and stop time.
8. Arrange for an advance sale of tickets.
9. Provide a good band the participants like and ample space for dancing.
10. Make sure that there is sufficient lighting on dance floor and for students coming to and leaving dance.
11. Provide an activity for intermission.
12. Provide some good "mixers." Have plenty of cold refreshments.
13. Announce closing time about a half hour before the time arrives and then repeat before last dance.
14. Encourage parents to provide safe transportation to and from the affair.

Rules and Regulations

1. Enforce definite rules of acceptable behavior.
2. Make sure the youth know about all rules and regulations before attending dance. Announce via school bulletin.
3. Publicize the rules outside.
4. Do not permit improper or disruptive dancing.
5. Limit age range.
6. Prescribe the dress regulations before the dance.

Methods of Limiting Participants

1. Specify who the dance is for and permit only authorized guests.
2. Require school ID for entrance requirement.
3. Develop an invited guest list - check names of those who come against the list.
4. Allow couples only.

5. Allow each participant only one guest.

6. Require all participants to sign a guest register.

Supervise

1. Set up supervision procedures and requirements for personnel and participants.

2. Use male and female chaperones who are skilled in spotting problems before they arise.

3. Insist on ample supervision; older adults, qualified help.

4. Use the same persons as supervisors each time.

5. Try to use teachers who are acquainted with the participants as chaperones.

6. Arrange for police officers to be present. Station them at entrance and exit, or in adjacent locations. Have them visible to participants.

7. Check at door for concealed weapons and alcohol, if suspicion justifies.

8. Be alert, but relaxed - know who, what, where - everyone and/or everything which is to take place.

9. Refuse to admit known troublemakers and those who are not regular members of that group at the dance.

10. If accidents or unpleasant incidents occur too often, discontinue dances.

To Quiet a Dance

1. Organize or create a specific signal that means "Stop moving and talking, and listen."

2. Provide a change of pace:

    (a) Stop the music and announce something different. For instance, a special contest or a change in partners.

    (b) Start a contest even if prize is to be given next week.

3. Secure necessary guard personnel (police or parent volunteers). Patrol the area.

4. Ask those who are creating a disturbance to leave. Use police assistance.

HOW TO PREVENT IMPROPER DANCING

1. Make clear to students planning dance what types of dances are acceptable, or not acceptable.
2. Be firm: comply or leave.
3. Supervise:
    (a) Have chaperones supervise on floor - tap on shoulders of violators to remind them of proprieties (but smile).
    (b) Know and spot "close" dancers.
    (c) Explain to couple separately what constitutes proper dancing.
4. Select or preview the records:
    (a) Set standards beforehand.
    (b) Avoid records encouraging improper dancing.
5. Exclude persistent improper dancer from events (warn beforehand).
6. Trust the participants if the rules are explained in advance.

HOW TO CONTROL BOY-GIRL PROBLEMS (at social functions)

1. Let student government write up code of conduct within school policy spelling out conduct at recreation function.
2. Work with parents, schools, teenagers in creating code of behavior for different areas and different types of participants.
3. Make isolated spots on campus out-of-bounds.

Take Action

1. Don't lecture - tactfully stop the activity.

2. Deal quickly with problems of overt behavior, but prevent dramatization.
3. Keep all activities in areas that are well-lighted.
4. Announce definite time when the area is to be cleared.
5. Encourage boys and girls to work together on worthwhile academic projects, committees, etc.
6. Don't start dances too soon.
7. Patrol parking lots more frequently.
8. Be frank - most important.

Educate the Boys and Girls

1. Arrange and utilize sex education talks and films through the school principal.
2. Point out good examples for students to follow.
3. Provide instruction and discussion of dating, proper social conduct, and other activities.
4. Discuss problems openly, but discretely.
5. Remind them that their reputation and self-respect are at stake.
6. Use counselors to discuss these problems individually.
7. Don't be an amateur psychologist; call in the counselor.

Use Creative Planning

1. Offer many and varied boy-girl social events sponsored and run by the school.
2. Be aware of physical plant and its shortcomings.
3. Plan more activities than time permits. Keep everyone busy so trouble can't get started.
4. Offer wholesome activities for couples where there is little chance for trouble, but which offer companionship.
5. Eliminate area where any couple can be unattended.

PROBLEMS AND SOLUTIONS[1]

Problem: A teen dance was scheduled at a playground where disturbances had occured on previous occasions.

Solution: Anticipating probable situations and trouble areas, careful staff procedures and actions were planned. Immediate action was taken at the first sign of trouble. Specifically, the recreation hall doors were closed, "loose" participants in the area were checked, and the police were called to patrol the outside area. Possible disturbance was avoided.

* * * *

Problem: Saturday night dance, 150 boys and only 10 girls attended.

Solution: Boys were given numbers which the girls drew out of a hat held by the director. Any boy who wanted to dance got an opportunity, and the girls were not fought over. A good time was had by all.

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[1] The problems and solutions that are cited here and in the following pages were contributed by experienced personnel in the field of recreation based on their own experiences. Additional comments are welcomed for a future revised edition.

How to Control Loss and Damage of Property

All or any kind of property is something to be used. In adolescent fear, "adapted" use is made of equipment. Baseball bats, bottles, bricks, files, forks, iron bars, ice picks, bottles, can openers, and whatever is at hand become lethal weapons.

With respect to property and equipment, both can be put to various uses. For example, when equipment is not used continuously and the youth are prohibited from using it, selected items may be stolen for equipping a hangout. In other instances property may be destroyed in acts of group or self-administered justice. At times there is such hurry about this destruction that the victim may not be the right person, nevertheless the effort is for a purpose.

Public property is subject to differing treatment, depending upon relationships with the custodial, administrative, and program personnel. Where the personnel is known and respected and conveys to the group what the situation is, the property is usually respected. Where there is conflict between the custodial and administrative personnel or other personnel, the anti-social group will exploit the situation to its full measure.

Eliminate Opportunities and Temptations

1. Keep all areas well lighted; keep buildings lighted at night.
2. Secure facilities with latest electronic detection device such as bell and alarm system, electronic camera, electric fences.
3. Provide strength in locks, doors, etc., by using only first quality equipment and building materials.
4. Modify construction (architecture) of the facility.
5. Make sure that all facility areas are well locked and enclosed.
    (a) Provide guidelines, rules, etc., regarding procedures for locking up - "What to watch for."

   - (b) Insist that maximum security of doors, windows, gates, etc., is followed.
   - (c) Change locks regularly if needed or if keys are lost or stolen.

6. Keep careful records of equipment - who and when.
   - (a) Identify all items and secure in proper storage spaces. Lock all equipment boxes.
   - (b) Place one person in charge of all equipment. Do not let directors all help themselves.
   - (c) Set up an adequate check-out and return system.
   - (d) Use playground ID cards to check out equipment.
   - (e) Keep inventories.

7. Mark all equipment. Keep material and equipment put away.

8. Keep unauthorized persons out of storage rooms and away from the area.

9. Control keys to the facilities:
   - (a) Give keys only to those who need them. Try to avoid lending. Go and unlock doors or cabinets yourself.
   - (b) Don't give keys to non-workers; never to children.
   - (c) Keep them on a card or chain; avoid leaving in coat pocket.

10. Don't allow change to build up; make sure everyone knows that money is not left "laying around."

11. Keep valuables in secure place out of sight from windows or doors.

12. Use furniture of hard, plastic, and no-mar materials; screw down or lock up all movable equipment.

13. Enforce curfew laws.

14. Supervise facilities closely.
   - (a) Circulate. Observe. Inspect properties that are within your course of duty.

   (b) Plan adequate supervision; increase supervisory personnel.

   (c) Use spot checks by police or supervisors.

   (d) Check all valuables. Be alert to goods most likely to be stolen.

   (e) Make frequent inspections and ground checks.

   (f) Observe grounds from inside buildings.

15. Request patrolling by police cars; make fuller use of protection that is available.

   (a) Order security patrols on nighttime and weekend basis in neighborhoods where there is a prevalence of break-ins.

   (b) Alert police when sponsoring social event and let participants know that police will be notified.

16. Train students to take proper precautions to guard their own property.

Make the Value of the Property Meaningful to the Users

1. Make youngsters feel an important part of school; engage them in projects they plan, organize and execute.

2. Make it known that if property is destroyed, less will be provided.

3. Let youth participate in purchasing equipment.

4. Keep everyone well acquainted with the work of the Youth Services and its importance to each student.

5. Make it highly important to group that property and equipment be maintained.

6. Refer to property as "ours" rather than "the school's;" make youth feel that property is their own.

7. Give members of group responsibility for protecting property.

   (a) Establish youth police corps from group.

   (b) Organize "recon" force of students to handle situations.

   (c) Work through group youth council.

(d) Listen to pupils on how they might prevent vandalism.

(e) Organize school clubs and include care of the school as part of the constitution and bylaws.

Provide a Top Program and Equipment to Decrease the Need to Steal

1. Plan a program with youth that will develop interest and pride. Be aware of their needs.
2. Keep program on youth's level and interest.
3. Provide for physical and creative activities.
4. Offer athletic activities that sublimate hostility.
5. Establish more youth groups tailored to social outcasts.
6. Provide more well supervised weekend activities.
7. Schedule specific areas for specific activities.

Develop Concept that Participants Abide by Specific Rules and Regulations

1. Make students aware of rules and penalties.
2. Require that equipment may be used in prescribed areas only.
3. Require that only school-issued equipment be used.
4. Stop unauthorized activities.

Develop Good Relationships with the Youth

1. Treat all boys and girls fairly.
2. Establish rapport with group.
3. Avoid antagonizing individuals.
4. Show respect for individual's personal belongings.
5. Have positive attitude of trust toward children.
6. Encourage and teach individual responsibility.
7. Encourage children to keep hands clean and to return materials when done.

8. Know your problem boys; they are sometimes the vandals.

Use Educational Measures

1. Teach and explain respect for law.
2. Educate adults and youths as to laws; make course on "justice" mandatory in high school curriculum.
3. Teach pride of ownership and respect for rights and property of others; help parents to know what is morally right.
4. Use student body panel discussion of cost to taxpayer.
5. Discuss reasons for vandalism, stealing, etc., with children.
6. Point out the economic aspects and the need for better care of property.
7. Secure cooperation of classroom teacher; work within classroom.
8. Teach value and satisfaction of acquisition through one's own honest and legal efforts.

Take Immediate Steps

1. Get to people or areas as soon as possible; take command; see what action is needed; finally, call police.
2. Stop those activities in which property is abused.
3. Cut back on important activities if stealing becomes great.
4. Prosecute offenders swiftly so that word gets around that infraction will be dealt with.
5. Deal fairly with offenders within the law. Make no exceptions.
   - (a) Withdraw privileges or expel if necessary.
   - (b) Demand retribution.
     - 1) Make children who are caught work to repay the cost of object stolen or destroyed. Hold parents responsible.
     - 2) Give punishment in terms of crime: repainting, planting, cleaning, etc.

6. Increase penalties.

Counseling

1. Get to root of factors influencing vandal group.
2. Show how vandalism, theft, etc., can lead to major crime.
3. Interest "vandals" in police work; involve "vandals" in results of an actual case and show hardships inflicted.
4. Ask them to consider how they would feel if someone stole from them.
5. Try to discover the reason for stealing.
6. Give offenders community pride through participation in a building activity (work in hospital), series of classes in eventual results of such actions (tour of state prison, etc.).

Ask for Cooperation

1. Develop relationship with group so that they will be willing to report stolen or destroyed items.
2. Ask citizens in the community to report trespassers.

Community, Parents

1. Call parents in cases of theft, vandalism, etc.; visit home, talk with parents.
2. Require parents of guilty parties to pay for damages or have vandals work out the costs.
3. Encourage parents to be responsible for other youngsters as well as for their own.
4. Know your local P.T.A. families residing near school.
5. Develop interest of community in care of facilities.
6. Engage help of other agencies operating in community when school is closed.

Promote Pride in School

1. Correct results of vandalism as soon as possible.
2. Have student clean-up campaigns.
3. Try beauty treatment - planting areas, decorating walls and rooms, etc.
4. Set up honor system in school.

Facilities

1. Open school playground both Saturday and Sunday. Make the school the recreation center of the community.
2. Let only responsible groups use facility for special or club functions.

Coping with the Trespasser

1. Approach slowly.
2. Ask for indentification if indicated.
3. Find his purpose and question him kindly; he may have a valid excuse. Give each individual a chance.
4. Explain your position and try to get his cooperation.
5. Point out rules; make sure rules are understood.
6. Explain how he can use facilities under normal conditions.
7. Offer assistance. Treat with care. Don't offend.
8. Convince him he is trespassing.
9. Ask him to leave, politely but firmly, if warranted.
10. Use minimum physical force.
11. Issue warning; then contact police, parents, and district office.
12. Telephone parents when minors tend to hang around on grounds after closing.

PROBLEM AND SOLUTION

Problem: A pair of skates was stolen by someone in a group of about 100 elementary children.

Solution: The director called for a meeting on the grounds as soon as the theft was discovered. The program was to go on as usual, not penalizing those not guilty. Persons not skating were asked to help find the missing skates. There was to be no reward and no incrimination for their return. The skates were returned.

How to Handle and Prevent Violence

Keeping in mind that aggressive youngsters are volatile and impulsive, and that a poorly handled situation may result in an explosive and dangerous condition, it is imperative for the worker to be alert and sensitive to indirect as well as to explicit cues to group and individual behavior.

A worker should handle situations as they arise and not be given to postponing action. The action he takes will depend upon the immediate analysis of the situation. Words are not always the most effective media. The worker should not appear afraid, nervous, or intimidated (even though this may be the case). He should look self-confident and sure of himself. The worker's tone of voice should be steady and firm. He should use a polite, brief, matter-of-fact manner. He should not turn his back pretending not to have seen the breaking of a rule.

Where physical violence occurs between youngsters, staff intervention should be calm and casual. The worker should not engage in actual physical contact, since even the most casual and well-meaning touch can be used as the focus for the youngster's acting-up. If someone must be ejected from a situation in an extreme case, the worker does so politely and with regret, neither touching nor pushing the youngster. The worker should never threaten retaliation or pose alternatives for action which he is not absolutely sure he can carry out.

Following these simple rules will aid the worker in his ability to stay on top of whatever situation arises.

General Control

1. Anticipate the worst before you get involved.

2. Disperse crowd. Keep calm and speak loudly.

3. Offer to help settle the argument in soft tones. Don't be too quick to jump in to stop it. Use whatever non-violent means is at your disposal.

4. Work in pairs when possible.

5. Distract participants momentarily with sharp call or whistle, then step between.

6. Encourage group leaders to break up crowd. Don't leave other participants unattended.

7. Step between the fighters with firmness; don't listen to argument; stop fight and arrange for a later hearing; separate youngsters by a command and then by physical force if necessary.

8. Think first and act decisively. Never try by yourself unless you have respect of the opposing groups or individuals.

9. Know who and how to grab in order to separate. Don't try unless you are capable of doing so.

10. Grab one of fighters by back of belt and pull him away from scene.

11. Crowd fighters together so they can't swing until tempers cool off.

12. For gang or group fights, call the police.

Prior Planning

1. Provide adequate supervision; use security officers.

2. Involve parents in the program; ask them to help supervise.

3. Request "Radio Car-Juvenile" to patrol area.

4. Hold events in mornings and during the early part of the week, if possible.

5. Provide separate activities and areas for different age groups.

6. Become familiar with the community and the gangs.

7. Create respect in individuals for grounds.

8. Make certain stipulations necessary for entrance; check all minor discrepancies.

Realistic Prevention

1. Do not permit youth to leave event and then return.

2. Place spot persons at the event who can identify such persons and reassign them or engage them.

3. Structure groups before the event. Involve hostile group in activity that will take them out of the area. Have teen aide look after them all the time and talk to them about different things.

4. Confine activity to given area.

5. Try to anticipate problems, move about the grounds freely in a casual and friendly manner. Be alert.

6. Close doors and gates after those expected are in. Prevent crowding from one place to another.

7. Exclude troublemaking individuals in the future (time-limit exclusion).

8. Control participation in activities by students from outside schools.

9. Make the activity fun. Make clear that fighting is unacceptable behavior.

Raids and Gangs

1. Listen to rumors, reports, and comments from all sources as to possible disturbance. Relay - report - evaluate. Let leaders know you are aware of pending events.

2. Be well prepared for the possibility of a raid.

3. If raiders are on grounds, talk to leaders or those you recognize. Include them in the functions, if possible.

4. Know your trouble-makers and get their confidence. Determine the feeling of gang and redirect it.

5. If the structure and control warrants, consider inviting the gang to supervised activities on the grounds. (Danger: scaring away the "good groups!")

Aids for Specific Events

1. Screen at door.

2. Alert neighborhood police.

3. Let participants know event will be carefully supervised.

4. Make sure that sponsors know who the potential trouble-makers are likely to be.

5. Don't publicize events outside of community.

6. Enlist help of known gang leaders in planning event.

Control of Adults

1. Speak to them in privacy, not before children.
2. Make sure they understand for whom the facilities are intended.
3. Tell them to leave or conform to regulations.
4. Point out the law as it applies to adults on school grounds.
5. Explain the police procedures and your reluctance to use them.
6. If he does not cooperate, then call police.
7. Ask the person to assist you in some constructive activity.

PROBLEM AND SOLUTION

Problem: A fight between two boys.

Solution: The director stopped the fight and told the boys he would not call their parents if they could walk around the field with their arms around each other. This situation was so humorous and embarrassing that the boys had a good laugh and forgot their anger.

How to Curb Swearing, Smoking, Drinking and Narcotics

A youth is well on the way towards physical maturity. Swearing, smoking, drinking and use of narcotics are recognized by these youth as obvious symbols of manhood or status. Their attempt to acquire status by these methods presents nagging problems which recur continuously to the worker.

If a worker can encourage a youth to behave in a socially acceptable manner, he can provide firm support for the youth in their search for identity and maturity. Progress will be evident when the youth learns to channel these drives into more controlled behavior.

GENERAL

Be Constructive

1. Stress the importance of proper behavior in the future of the youth program.
2. Give them activities which they desire enough to exercise self-control in order to continue to enjoy the privilege.
3. Establish a group code of action through the youth council; let group set its own standards and police them in addition to adult supervision.
4. Provide a guide dealing with regulations and penalties under school policy and state law; make sure everyone knows all school ground rules.
5. Be firm and insistent; establish a reputation of not putting up with violations.

For Immediate Situations

1. Correct student and be consistent.
2. Make sure he understands you are serious.
3. Point out School Board regulations - not yours, but Board rule.
4. Take action strong enough to discourage others and a repetition of the offense.

5. Appeal to their pride and self-respect.

6. Use peer censure; have other participants speak with violator.

7. Deny privileges for specific length of time only if response continues to be very negative.

Give Guidance

1. Show no shock or disgust, but rather concern for him as a person.

2. Encourage new friends and activities where temptation would be lessened.

3. Help them "break the habit" through understanding and guidance.

4. Provide opportunities for individual expression of attitudes.

5. Attempt to get offender talking about self-image; direct thought to problem and steps to control the habit.

6. Try to get user to see that alcohol and narcotics do not solve his basic emotional problems, and then refer him for help.

7. Counsel with parents, student, and his teachers.

8. Give individual counseling; daily, if possible, for serious problems.

9. Have group guidance sessions for habitual offenders.

10. Give individual referrals - psychological or psychiatric, social worker, proper agency. (See Referral, pages 87-91

SWEARING

Be Preventive

1. Set up a discussion group on what is improper language; post code of acceptable standards on bulletin board.

2. Publicize a "Foul Mouth Freddy" campaign.

3. Provide "Proper Language Clinics" under supervision of English Department.

4. Keep restroom walls clean.

5. Guide children to the understanding of the reasons for not using improper language - sign of weakness, meaning of terminology, etc.

For Immediate Situations

1. Don't overlook profanity. Demand proper language all the time. Accept no minor remark or comment.
2. Isolate student participant. Be firm. Point out reasons for "desired" change of language.
3. Analyze the meanings of vulgarities used and suggest they use more imaginative words - and more effective ones.
4. Find out what the problems are when the steam is gone.

CURRENT LEGAL ASPECTS (See Appendix B, LAWS FOR YOUTH, page 103).

Smoking

THE LAW CONCERNING CIGARETTES SPECIFICALLY PROHIBITS BUYING, SELLING, OR GIVING CIGARETTES TO BOYS OR GIRLS UNDER THE AGE OF EIGHTEEN.

Liquor

IT IS ILLEGAL TO SELL OR GIVE LIQUOR TO ANYONE UNDER TWENTY-ONE YEARS OF AGE.

Narcotics

THE POSSESSION OR USE OF NARCOTICS IS ILLEGAL UNLESS PRESCRIBED BY A DOCTOR FOR MEDICAL PURPOSES.

SMOKING, DRINKING, NARCOTICS

1. Use legal means to stop sources of supply of cigarettes, liquor, and narcotics to minors.
2. Plan a comprehensive program of instruction on the danger to health and on the social hazards:
   (a) Use films; invite as speakers Alcoholics Anonymous members, ex-addicts, and other authorities on the subject.

(b) Conduct health courses - invite school doctor and nurses to speak.

(c) Provide simple pamphlet of effects on physical well-being; vividly illustrate harmful effects.

Smoking

1. Establish inspection and control techniques on smoking hangouts.
2. Continually repeat the law, but avoid defensive debate on it.

Drinking

1. Rely on personnel at entrance to exclude person who has been drinking.
2. Ask drinker to leave. Have his friends take him away.
3. Don't give him money.
4. Call police immediately; try nothing else, except to keep violators under observation until they arrive.
5. Call the parents; require parents to pick up drinkers.
6. Impress on parents the need to enforce laws against juveniles drinking.
7. Refer constant drinkers to social worker.
8. Suggest Alcoholics Anonymous. Form student group of Alcoholics Anonymous for confirmed alcoholics.

Narcotics

1. Know what a "narcotic situation" is and what to look for; train staff in spotting.
2. Treat with care - rely on "pre-planned, thought-out" procedure: police, etc.
3. Be constantly in contact with law enforcement agencies if this situation prevails - Juvenile Bureau, Probation Department, Narcotics Detail. Ask for their help.

PROBLEMS AND SOLUTIONS

Problem: A child was reported for using objectionable language.

Solution: The child was asked to repeat the words used. The director was friendly in his approach, showing absolutely no shock, and asking if the child understood the words. The child was informed that we all know these words, but it is a sign of maturity that we don't use them. The child returned to the group with a smile and a friendly manner.

* * * *

Problem: A playground being used by a gang as a place to relax and drink.

Solution: Rapport with the gang leader was established by the director. The leader then controlled the activities of each member of the gang, enforcing the no-drinking, no-smoking standards. The boys began participating through the art program as well as being big brothers for the smaller children. Drinking and smoking problems decreased on the grounds.

How to Deal With Bullies and Hangers-On at Playgrounds

The best planned programs can go awry if bullies or hangers-on interfere with the activities. A good program person attempts to resolve these problems in a positive manner by incorporating these youngsters into the activities rather than excluding them from the grounds.

Sometimes a child's need for acceptance and understanding leads him to actions which are disruptive or destructive to the program. A bully or hanger-on, like any other child, has good qualities. By recognizing these qualities and by encouraging the youth to develop better relationships with his peers, the worker may be able to work more happily, realistically and constructively.

This may not completely solve the problem, but it will go a long way toward the elimination of it.

BULLIES

How to Handle a Bully

1. Look at him as expressing a problem, not as a problem boy.
2. Be kind and understanding - don't be a bully yourself.
3. Be firm but fair.
4. Do not use force.
5. Separate him from his audience and talk to him alone, if possible.
6. Discuss his reasons for action on a one-to-one basis.
7. Try to gain his confidence by friendly talks.
8. Look for good qualities that he must have.
9. Deal with his individual problems first.
10. Place the "bully" in positive relation to others.

In an Immediate Situation

1. Be tactful and don't lose your head.
2. Warn him that this type of behavior will not be tolerated.
3. Expel him from grounds for a specified period of time, but stipulate reason.
4. Refuse admittance, if all else fails and his attendance is a deterrent to program.

HANGERS-ON

Set Up Policy

1. Establish age limit at the playground.
2. Provide adequate supervision.
3. Issue club I.D. cards.
4. Try to bring them into program on a constructive basis.
5. Help those 16 years of age and over to find jobs.

Help Them to Become Active

1. Organize these youngsters into some activity. Provide something for them to do (e.g., small pool table). Incorporate everyone.
2. Enlist their support in a service project of volunteers.
3. Give them limited authoritative positions and leadership responsibilities (such as safeties).
4. Encourage the other youngsters to ask them to join in.
5. Ask them how they can help at the playground.

Provide for Their Needs

1. Remember that they may need place and friend to play with.
2. Provide places where they can and may play. Make playground available to all ages during daylight hours and weekends. (Supervision not always needed).

3. Provide recreational facilities that would appeal to them as individuals if they are not joiners.

4. Find out what they would take an interest in and attempt to provide it.

5. Provide special times and activities for older age groups.

6. Advise them as to other places they may go for their interests if your program doesn't meet their needs.

Remove Them From Grounds

1. Call parents through vice principal. Point out dangers to youth. Investigate extent of familial supervision.

2. Hold youth until parents come for youth.

3. Ask them nicely to leave and explain why.

4. Tell youth to leave; notify boys' vice principal, who in turn sends an exclusion letter to the youth's parents and a copy to local police. If he shows up in the future, politely remind him that he is out of bounds. If he does not leave, call police who will pick him up. (Note: this works well if properly set up with administration, local police, and probation department).

5. Call police or personally escort him off, if necessary. Do not use physical force.

PROBLEMS AND SOLUTIONS

Problem: Older boys congregating on an elementary playground.

Solution: Their leaders were identified and approached by director. The problem was kicked around and the question posed, "Why invite the heat?" It was pointed out to them that: playground services were for elementary children; grounds were frequently checked by police and probation personnel; the young children had no money for them to steal; and there were really no activities that the older boys could enjoy. The problem group thereafter rarely came back on the grounds.

(Cont'd.)

PROBLEMS AND SOLUTIONS (Cont'd.)

Problem: Loitering on elementary playground by young adults who spent their time in crap shooting, soliciting, and wine drinking. Asking the group to leave seemed to intensify the activity.

Solution: When police officers were expected at the playground, one of the staff told this group that the area would be patrolled in a few minutes. Police arrived, group broke up, and no arrests were made. Officers were invited to return every day for coffee or a cold drink. Before each visit the loitering group was told that the police were on their way. After a few weeks the group considered the adult leader somewhat of a friend and left the playground area. Fewer problems in other areas were noticed; less objectionable language and behavior from the younger children and a decrease in lost, damaged, and stolen materials. (The children had been told by the older group that the playground staff were their friends.)

How to Work With Ethnic Groups

An ethnic group is any racial, nationality, religious or language group (whether pure or mixed) who face special situations, who are subject to certain discrimination, and who are objects of prejudice from other people.[1]

Individuals from ethnic groups are able to change their attitudes when they have pleasurable experiences in situations where they expect to be miserable. The worker must remember that the resistance that individuals have to this new experience is related to all the emotional ties which bind them to their families and cultural groups.

It is important for the worker to learn the language, habits and culture of the group he is working with. In order to achieve a harmonious atmosphere and a successful program of activities, the worker must promote acceptance and understanding of members of ethnic groups by other participants of the facility. Remember that each member of a group is an individual with his own distinct needs, desires and aspirations. Problems in relationships with members of ethnic groups are simply basic problems of human relations, though they may require more effort, sympathy and understanding.

ATTITUDES MAKE A DIFFERENCE

1. Treat all groups with equal consideration and thoughtfulness.

2. Be sincere; if you are playing a part - forget it. Know your own feelings.

3. Develop sensitivity towards their feelings. Be familiar with idiosyncrasies of various groups or a member of a group.

4. Be reserved in statements; don't make derogatory remarks about specific ethnic groups or a member of a group.

5. Be natural, pleasant, polite and courteous.

6. Think of members as individuals and treat them as individuals, not as members of a group. Do not judge or foist your values on them.

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[1] Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (New York: Free Press of Glencoe, 1964). See "Ethnic Group."

RELATIONSHIPS CAN BE PLEASANT

1. Do not impose your "middle class" standards.
2. Accentuate similarities; do not call attention to differences.
3. Organize activities in which everyone can participate.
4. Develop their pride and self-esteem; offer encouragement and guidance to success.
5. Try to prevent these groups from becoming isolated. Share facilities.
6. Listen to what they have to say about the problems. Investigate complaints of prejudice and obtain facts.
7. Don't allow situations in which ethnic member must be subjected to "pressure."
8. Explain reasons for rules; let it be known you are punishing an act, not a person.
9. Let some expressions of authority come from their own group. Know and assist group leaders.
10. Encourage councils and planning by members of all groups.
11. Bring problems out in the open - be frank and put your cards on the table.
12. Hold conferences or frank discussions with students of all races to discuss racial tensions and problems, especially with students from segregated schools who do not have the experience of attending integrated schools.
13. Penalize anyone using derogatory names.
14. Do not speak for ethnic groups; let them speak for themselves.

PROMOTE GOOD RELATIONS THROUGH PROGRAM

1. Teach basic human relations.
2. Teach youngsters positive things about various ethnic groups.
3. Depict all racial groups on all posters displayed in school as far as possible.
4. Include books dealing with history and contributions of various ethnic groups in school libraries.

5. Hold intra-group bull sessions - group counseling.

6. Develop an "exchange" with ethnic groups - dinners, dances, etc., with mixed committee planning.

7. Allow groups opportunity to display their culture.

PROBLEMS AND SOLUTIONS

Problem: After a successful first game in an inter-racial softball competition (a situation new to both groups), an outsider came on the grounds and began challenging and insulting the visiting team.

Solution: The director approached the outsider and asked for assistance in taking down some of the decorations. In the meantime, the assistant director saw the visiting team off.

* * * *

Problem: A change in ethnic composition of a neighborhood during the school year caused the established residents to fear possible anti-social behavior.

Solution: Parent volunteers were offered in-service training to insure that all acted in accordance with the accepted standards. A larger variety of activities was offered to insure that all participants could be successful. Feelings of belonging to the playground, with obligations to its standards, equipment and safety rules, were encouraged.

How to Cope With Cliques, Gangs, and Other Troublesome Groups

A clique is a sub-group within a larger structure whose members prefer to associate with each other on the basis of sheer liking or common interests; this preference emerges spontaneously among the individuals concerned, and their relationships with each other are marked by frequency of interaction, ease of communication and a sense of we-feeling.

The dividing line between a clique or a play group and a gang is by no means clear, and in practice such a group is whatever the researcher chooses to call it. Gang, as a technical term, is seldom applied to youth groups except in juvenile deliquency studies, in which it refers to an organized group who have committed delinquency or crime, or are considered likely to do so. There is no yardstick of group characteristics which can be used to distinguish gangs from other kinds of groups.[1]

For purposes of this Guide the term tough group is used to refer to groups which fall somewhere between a clique and a gang.

> "Cliques and gangs have similar social forms, but they differ in the importance placed on predaceous activity which almost invariably leads to conflict in a gang. A clique is a socially accepted group which normally does not develop conflict relations to the point where an undeclared war exists between itself and society, or, for that matter, other cliques."[2]

The leader is apt to find his planned activities disintegrating into chaos unless he takes positive steps to integrate members of sub-groups into the activities. The leader can influence to a great degree the way these groups will behave. He can gradually introduce new but equally satisfying activities to the groups involved.

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[1] Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (New York: Free Press of Glencoe, 1964). See "Cliques," "Gang."

[2] A. B. Hollingshead, Elmtown's Youth (New York: John Wiley, 1949), p. 206 fn.

HOW TO PREVENT CLIQUES

Plan and Program

1. Set up tournaments and arrange varied schedules.
2. Rotate team memberships on a regular basis.
3. Make use of "mixer" dances, games, etc.
4. Encourage activities to be sponsored by different groups.
5. Shift activities so that groups will be reshuffled.
6. Plan more supervised activities on group levels; stress meetings of groups who share common interests.
7. Develop a well-rounded program which provides for participation on individual basis, as well as for groups.
8. Assign various groups to work together.
9. Aim towards individuals - challenge individual performance. Plan many varied activities that include a few individuals in each.

Take Positive Measures

1. Emphasize group spirit; create all-for-one, one-for-all atmosphere.
2. Develop a sense of unity.
3. Teach varied interests so a person may not be attracted to just one clique's ideas.

Actively Encourage Non-Clique Behavior

1. Make use of clique leaders:
    (a) To provide leadership of other groups.
    (b) To get ringleaders interested in acceptable group activity.
    (c) To keep leaders busy in an individual activity.
2. Talk to parents about encouraging children to expand their group of friends.

3. Divide cliques - put members into other groups. Give everyone a chance to be a leader.

4. Show equal interest in all members. Show how grouping indicates lack of security.

5. Guide them in a positive direction; remember that we all have our special friends, and as the group develops they will widen their interests and friendships.

HOW TO DEAL WITH DEFIANT INDIVIDUALS

Be Firm but Understanding

1. Respect the defiant individual as a person and try to understand why he is the way he is - then try to provide special help.

2. Take a position and carry through with it.

3. Ask to talk to them alone - not in front of group. Be calm; do not threaten.

4. Explain existing rules and regulations and the need for cooperation.

5. Be non-defensive. Don't back them into a corner. Accept and listen to all legitimate complaints.

6. Try to get through on their level. Try to understand their negative approach.

7. Provide a cooling-off period.

Be Definite

1. Try to give them direction; defiance can be used in a positive way.

2. Deal with them directly. Try to win their confidence.

3. Recognize defiance - show gradual interest.

4. Meet defiance with persuasion and understanding. Don't expect too much at first.

5. Channel their ideas to more practical things. Utilize school records for clues.

6. Agree with them on basic issues when they are right. Teach mutual respect.

7. Try to get them to air their gripes in a group session where the ones dissenting from them will not always be the authority figures. Ask for their solution to problems after explaining what your responsibilities are.

8. Show advantages of adequate behavior. Let them lead or assist in something worthwhile when they are ready.

9. Establish rapport - channel interests to some activity in which the individual can be successful. Stress athletics, social activities, and student government.

10. Refer to proper agencies when necessary. Check home situation.

HOW TO DEAL WITH TROUBLESOME GROUPS

Use a Specific Approach

1. Offer friendly, accepting environment at your grounds.

2. Be sure that group knows the rules and regulations to be enforced; expect the same acceptable behavior from all participants.

3. Win their confidence; treat group with respect. Don't talk down.

4. Do not prejudge and act as if they are automatically "bad." Don't tell group how tough they are - this only antagonizes them.

5. Treat each member as an individual and not as a group.

6. Learn their language; understand their language and idioms.

7. Never "call one down" in front of his group. Make sure that no member loses face with his peers.

8. Be somewhat permissive within overall structure.

Make Sure Tough Group Participates in Recreation Programs

1. Listen to them - their demands and requests. Point out to group what is expected of them - and that they can remain as long as they abide by these expectations.

2. Provide reasonable use of facilities and equipment. Provide outlets and activities which meet their interests and needs as part of the total group.

3. Provide special programs as needed. Try to enlist their help.

4. Provide opportunities for acceptance and approval in other areas.

5. Present a challenging project to them when they are ready to accept the challenge. Select activities carefully.

6. Don't encourage group participation in activities beyond their social ability to cope with satisfactorily.

7. Use these techniques:

    (a) Make them welcome.

    (b) Win their respect.

    (c) Recognize their special needs.

    (d) Don't rush them in the program.

    (e) Allow for activities that will interest them, but not to detriment of a program as a whole.

8. Encourage them to join an organized group with higher standards.

9. Encourage acceptance and understanding from "stable" participants.

Try to Break up Group and Deal with Them as Individuals

1. Find out who they are; divide them by providing other varied interests.

2. Know the status within group so that you can handle them one at a time. The leaders will often show defiance unless separated from group.

3. Don't give special privileges without making reasons known to other participants.

4. Treat fairly, but do not succumb to pressure. Use little force.

When Problems Arise

1. Walk slowly toward group. Hands in pocket. Talk slowly. Explain to group that you plan to make the grounds safe for all children. If response is still negative, tell group you will call police. Call police and parents (if known); then notify district office.

2. Be sure you have plenty of backing if you approach them. Keep calm and discuss the situation.

3. Suspend if they don't respond.

HOW TO COPE WITH GANG ACTIVITIES

Basic Approaches

1. Guide them into proper behavior or into discontinuing if possible.
2. Be alert and look out for small groups starting; continue observation of area. Watch for agitators and non-conformists.
3. Know your community and problems involved. Be sensitive to community needs.
4. Get inside information from alert grass roots sources.
5. Understand why gangs form. Recognize that there is some rationale for gang life.
6. Remove causes which made it organize - try to prevent situation favorable to gang development.

Guide Them

1. Keep an up-to-date roster on gang and try to work into club. Keep continuous check and observation of club.
2. Know background of youth involved and their weaknesses.
3. Build up the identity of the group with a worthwhile goal.
4. Talk to the members - not down to them. Let them talk also.
5. Provide counseling - wherever discoveries are made, hear them.
6. Work closely with attendance officer.
7. Enforce curfew and make sure they know what the law is.
8. Place certain places off-limits. Be explicit.

Keep Them Busy

1. Create more activities within the program. Allow groups a chance to air their feelings, and invite their suggestions.

2. Program high degree of highly active physical recreational activities - athletics, team competition.

3. Develop more community activities involving parents and teenagers.

4. Provide opportunities for successful participation, recognition, and acceptance - for each individual's talents to be recognized and accepted by group.

5. Promote interest clubs - direct interest in right direction. Develop interest in community activity.

6. Prevent inactivity of long duration. Put youth to work around grounds.

7. Create program to attract fringe members away from group. Try to isolate main participants.

8. Give them respect; don't pester them.

Work With The Leaders

1. Know the leaders or leader; with with them.
    (a) Watch them closely.
    (b) Encourage them to be part of the "show."
    (c) Ask for their help.
    (d) Include them in planning of affairs.

2. Plan leadership classes for potential leaders. Give teenagers more responsibility in school and after school. Assign responsibilities which require proper attitudes and interests to potential leaders.

3. Choose many different leaders in activities. Change your leaders often. Use everyone in the organization.

4. Assign various leadership roles to gang leader (in after-school program).

5. Develop a positive relationship with leaders so that group can be worked with positively.

Establish Rules and Regulations

1. Explain rules and be fair in expressing them. Uphold your standards.

2. Discourage club jackets or other insignia at social affairs.

3. Strictly enforce regulation against formation of secret clubs, etc.

4. Consider curfew laws in program planning.

Schedule Activities for Gang

1. Schedule a certain time and area for teenage youth to play on high and elementary yard as well as for other groups. Allow certain night a week for their use on request.

2. Channel gang members into team sports. Organize teams by drawing names - prevent choosing-off.

3. Make reasonable changes to meet them halfway. Include some of their interests in your program. Select activities that provide maximum interest.

4. Stimulate participation: give the group social activities with invited group or teen post; initiate active program with other groups; have busy and active program with parents.

5. Encourage physical activities to enhance "masculinity" - weight-lifting, etc.

6. Provide members of elementary gangs with opportunities to participate in the activities.

7. Promote membership in school organizations.

Involve Youth in Planning

1. Let group assist in formulating rules; involve them in enforcement.

2. Plan with individuals of the gang for activities they would like - guide them into wholesome activities.

3. Set up youth council - equal representation from groups patronizing the facility.

4. Develop leadership potential:

    (a) Set up leadership corps and leadership meetings.

    (b) Develop leadership at all levels.

    (c) Encourage non-gang members to assume leadership.

5. Assign members definite areas of responsibility commensurate with degree or type of behavior.

6. Don't stack the leadership too heavily to one gang.

7. Require consistent supervision by adults to see that the youth council is not swayed by fear or intimidation.

HOW TO PREVENT GIRL GANGS

1. When you see a group of four or five girls always together, talk to them and find out their wants and needs.

2. Engage girls in some constructive activities, e.g., modern dancing. Encourage them to develop some particular talent.

3. Invite successful, celebrated women whom girls admire to come and talk to them.

4. Ask the girls' vice principal to talk to the girls.

5. Provide activities that meet the needs of girls and are of interest to them; try to develop other interests.

6. Provide activities for individual girls. Give them understanding and let them know the world is not against them.

Take Action

1. Deal with them basically as you would with boy gangs according to the situation.

2. Take them out of crowds and to the sidelines. Calm them.

3. Seek out the leaders and work through them.

4. Work with individuals to gain their influence and confidence.

5. Request professional assistance if needed. Let policewomen talk with them.

6. Ask girls' vice principal for information - names, activities, etc.

7. Engage worker with rapport to sponsor girl gangs.

8. Provide a competent and respected woman director.

Activities

1. Develop workshops to help them become more feminine: beauty, grooming and fashion; cooking, sewing, and practical skills. Encourage vocational interests. Help them to find other areas of interest.

2. Provide more special activities for the girls. Direct their energies into wholesome activities that non-gang girls are interested in.

HOW TO PREVENT A GANG FROM CONTROLLING A FACILITY

1. Prohibit loitering and make sure youth know that rules will be enforced.

2. Assert your authority with a non-belligerent attitude. Rule your own facility. Let them know you are capable of running anything you are in charge of.

3. Let the group know it is welcome, but must share facility with others.

4. Open the facility to all gangs if behavior warrants and if the activities of the regular clientele will not be disrupted.

5. Schedule many activities in which the youth can help staff control the facility.

Contact with Gang

1. Establish genuine interest in their welfare. Be a helpful person.

2. Act friendly. Be approachable. Make it natural for members to walk up and talk to you at any time.

3. Know or find out who is in gang and talk to them. Let them know what the program is and what it is for.

4. Observe actions and resentments of the gang. After learning what the resentments are, do whatever can be done to alleviate the situation.

5. Inform them what is expected. Hold them responsible for their actions. Place responsibilities on them individually.

6. Acknowledge them. Try to be understanding.

7. Don't admonish publicly. Never do anything to cause a gang member to lose face with his group.

Supervise

1. Circulate - be alert, mobile, observant and friendly.
2. Use people of their own age to help guard the area.
3. Be constantly aware of their presence.
4. Vary procedures to maintain control.
5. Establish age limit for the facility.
6. Discourage wearing of gang ID material.
7. Set time limits on different functions.

If Trouble Develops

1. Engage leaders or leader in conversation and move them away while talking. Avoid taking on a group or debate; isolate and talk with as few members as possible.
2. Close down facility temporarily if things get out of hand and make sure youth know it was done because of their conduct.

HOW TO PREVENT THE GANG FROM RUNNING THE "SHOW" (SPECIAL EVENT OR FUNCTION)

1. Let them know that the show does not belong to them, but at the same time, let them know they are a part of the show.
2. Encourage some of the members to become involved in the show. Give everyone a part and equal representation when practical.
3. Ask someone else to help run it - a respected group.
4. Let them help run the show, but show them the right ways of running it.

Plan

1. Talk it over with the leader and members. Ask for cooperation - attempt to get their help.

2. Create sound "ground rules" for participation. Let each group help supervise their own boys.
3. Include leaders in program; put leaders in charge of part of program.
4. Structure each group's role before the show.
5. Provide games to split up gang members and mix them with members of other groups.

Get them to Participate

1. Let the gang be part of the show from the beginning on an individual basis.
2. Work individual members at different jobs.
3. Use individuals as "outside" monitors.

Take Firm Action

1. Politely ask them to leave if warranted.
2. Be clear and firm - cooperate or leave.
3. Remove offenders before things get out of hand.
4. Take away leadership if and when misused.
5. Use police assistance if needed.
6. Close down event if trouble starts to occur.

PROBLEMS AND SOLUTIONS

Problem: A tough group of boys endangered safety of other participants by riding bicycles on the playground and on the sidewalks. This was a problem of long standing, unresolved by previous efforts.

(Cont'd.)

PROBLEMS AND SOLUTIONS (Cont'd.)

Solution: A bicycle club was formed, with an area designated for riding. Picnics, bicycle trips and races were sponsored, and an attitude of safe operation and care of the boys' bikes developed. Other trips and activities grew out of this basic club of 47 boys.

* * * *

Problem: Rival gangs came to a Saturday playground, disturbing activities.

Solution: After a conference with the groups a basketball league was established with penalties set up for anti-social or unsportsmanlike behavior. Small trophies were awarded to champions. Co-ed softball teams were established, and a round-robin tournament played. Inclusion of girls on the team with boys helped stimulate participation and provided a novel competitive tournament.

* * * *

Problem: Gang fights centered around school.

Solution: Directors invited leaders of the gangs onto the grounds in the evening, until 9:00 p.m. A band was formed and small quiet dances were held in the auditorium. This decreased the fighting of individuals and enabled them to become better acquainted through their own constructive activities. Gang fights have been practically eliminated in the past two years.

How to Provide Guidance

Sometimes the most effective guidance is that which comes informally through daily contact. However, the leader must be alert to these guidance opportunities.

The freedom of action which should exist throughout program activities allows for the fullest of creative experiences. An informal and friendly atmosphere permits a process of social adjustment which is unusually adaptable to meet the needs of the individual. Daily personal and friendly contacts between members and leaders provide unusual opportunities for discovering needs, problems, and attitudes of the members, thereby giving opportune moments to help or provide guidance on the spot.

Various existing program and activities can be conducted so as to bring out their guidance values. Craft classes, art classes, or athletic events can be used to emphasize values in vocational exploratory experiences. The leader can stimulate interest in magazines and books which will provide the members with helpful information on vocational opportunities.

Service activities will give the members an opportunity to participate in community projects and to gain a satisfying experience in cooperation and service for others. Special events can be important, as they might focus attention on and provide information about important subjects such as health, safety, and good citizenship.

General Guidelines

1. Don't force, just guide. Explain clearly the possible results of good and bad decisions. No long sermons. Don't cause anyone "loss of face."

2. Be open-minded, shockproof, empathetic.

3. Respect confidences. Be a master listener. Let the pupils know that you are interested in them.

4. Develop a sense of confidence and self-esteem in youngsters.

5. Assess guidance needs through proper diagnostic devices. Understand psychology of guidance and guidance techniques.

6. Initiate when possible an interest in their future vocation and preparation for it.

7. Use regular supervisory meetings with an advisor to help in the guidance process.

8. Do not try to solve everyone's problems. If guidance is not within your capabilities, then ask for assistance.

Basic Approaches

1. Begin guidance in elementary school program with foreseeable dropouts.

2. Develop self-help program centered in trouble spots; those who are helped will in turn help others. Provide workers for these areas during summer and vacation periods.

3. Determine what is needed and plan a systematic approach.

Individual Counseling

1. Hear how individual feels and work feelings out before helping him to understand his behavior. Allow child to express himself freely, then try to handle the problem.

2. Provide information to child about himself; indicate areas child could participate in successfully.

3. Help the youth make a plan based on his values and help him try to establish realistic values.

4. Reach child on his own level; talk with, not at him.

Suggestions for Working with Delinquents

1. Involve youth in community and school projects in which they feel that they are making worthwhile contributions.

2. Place more stress on commendability of work in industrial arts.

3. Have youth visit police facilities for tour and explanation of procedures.

4. Teach boys to cook and girls to work on automobiles.

5. Develop small groups with strong leadership. Carry on a program in which they can be successful and win recognition.

6. Be aware of different creative organizations for referral.

7. Help youth become acquainted with responsible "clean-cut" peers.

Develop Understanding

1. Try to know different attitudes of different children to aid your own understanding of child.

2. Visit child's home.

3. Attempt to place the youth in a responsible position with a role to play, i.e., passing out equipment, taking attendance, etc.

Suggestions for Working with Dropouts

1. Provide a home-school communication through child welfare office or home visitations on a positive approach.

2. Talk with both child and parent together; do not allow parents to underestimate a child's I.Q. Be aware, however, that this may increase conflict.

3. Find out if some subject is his "stumbling block," then give him special assistance in it.

4. Draw parents into program of classes directed to correct their guidance procedures.

5. Place posters all over school discouraging dropouts.

6. Express approval of some accomplishment, manner of dress, etc.

7. Ask him if you can help him in some way. Provide access to the opportunities where the dropout can learn some skill or trade.

8. Stress the positive; quit labeling him as a dropout and a failure. Try to get him back in school.

9. Interest him in a short-term program of educational or vocational training. Direct him toward adult evening school.

10. Have him join you in conducting an activity.

11. Investigate problem; arrange financial aid if possible if this is the problem.

12. Instill values of the dignity of work and self-pride.

Developing Interest in School

1. Give a dance, an assembly, etc., in their name. Example: Annual B-10 Party.
2. Help pupils see how they are benefited by their participation in programs. Use down to earth approach, not cliches and educational jargon.
3. Help them feel that they belong. Hear them, listen, formulate plans through their participation in the planning.
4. Use school facilities and recreation facilities (shops, labs, etc.).
5. Develop special interest clubs, tournaments or leagues.

Added Suggestions

1. Approach them in a positive manner.
2. Provide extra jobs with recreational training, perhaps teacher aide training in physical education for elementary level.
3. Offer variety of creative activities. Let them decide, then guide.
4. Be realistic. Give them a chance; encourage them.
5. Allow deviation from set guidelines where it may be necessary.
6. Penalize for infraction of rules by assigning work for good of community rather than by keeping them inactive.

PROBLEM AND SOLUTION

Problem: An older boy who constantly chased, hit and pushed the younger children on the playground had great difficulty in participating in the planned activities.

Solution: The boy was given a position of authority and responsibility: the job of safety in charge of distribution and collection of equipment. This both limited his contact with other children and gave the director the opportunity to develop in him a sense of responsibility and importance to the school and other people. The director, through daily contact, stimulated the boy's interest in model airplanes and cars which led the boy to enter a school-wide hobby contest.

How to Cooperate With Other Agencies

Cooperation is often essential to success. Many of the situations and problems which confront a worker can only by handled effectively through cooperating with other agencies. Sharing in ideas and facilities will many times result in new-found friendships for members of the program as well as more effective use of your own resources.

Cooperation and communication with other agencies should not be limited to negative or emerging situations. By communicating with other agencies, programs can be expanded, duplication can be avoided, and youth can be served more effectively.

Obtain Assistance

1. Call area Youth Services specialist to assist in planning and evaluating.
2. Call traveling directors.
3. Be sure to weigh the problem in terms of its emergency - then call for assistance if needed or warranted.
4. Maintain community contacts with area resource personnel.
5. Alert police in advance of program. Invite them to drop in to activity.
6. Request more frequent patrol, especially at end of activities.
7. Provide each recreation site with emergency numbers for assistance - police, hospital, area office, counselors, welfare agencies, etc.
8. Know the neighborhood and the problems that may arise and how they may be handled.
9. Offer assistance to other agencies and consider joint sponsorship of program.
10. Be a regular guy. Gangs may even help you in a jam.
11. Read the bulletins.

Work for Better Relations

1. Cooperate in establishing other agencies. Cut down on agency duplication.

2. Get to know them - exchange visits. Don't try to compete.

3. Be helpful and courteous; be available for contact. Provide information about services.

4. Request cooperation. Exchange personnel for ideas. Plan joint activities.

5. Use position in neighborhood to help people and resources get together, i.e., health, welfare, school, police, etc.

Be Prepared

1. Compile a list of the addresses and locations of other agencies; know their functions, services and purposes.

2. Define exact areas of operation and means of getting help from other agencies.

3. Learn their regulations and procedures, duties, and responsibilities.

Organize

1. Establish area councils where various members of other agencies meet to work on problem cases; schedule coordinating case studies.

2. Establish an advisory council with regular and frequent meetings for specific purpose.

Consult

1. Share relevant information; inform other agencies when situation applies to them and assure that confidential information will be handled as such.

2. Exchange activity memos and problem solutions.

3. Exchange files on offenders so that they can be recognized.

4. Run ID system like PD or FBI - when the facts justify this approach.

5. Discuss mutual problems. Consult on matters such as equipment and popular games.

Public Relations

1. Invite agency personnel and parents to observe activities.

2. Advertise in the paper. Use human relations departments for school districts.

3. Encourage representative speakers to talk to your group about their ideas, problems, etc.

HOW BEST TO UTILIZE LAW ENFORCEMENT SERVICES

Get to Know Them

1. Attempt to work with certain policemen so that constant exposure familiarizes them to problem. Know the supervisory police officer of your area.

2. Let one person work closely with police and probation departments to facilitate communication and knowledge of services available.

3. Meet with juvenile representatives periodically to discuss problems.

4. Make an effort to know the juvenile officers personally; become acquainted with neighborhood police, probation officers, social workers, child welfare and attendance personnel.

5. Find out how police handle offenders in your community.

6. Ask for guidelines and help in areas of conflict - how they can best be of help. Keep in close contact.

7. Know the capabilities of the personnel:

    (a) speed - time it takes to arrive.

    (b) control of situation - what will be done - how they react to situation.

8. Suggest to supervisor of officers as to how officers can best cooperate with school personnel.

9. Learn their methods and philosophy before problems exist.

Incorporate Them in Your Planning

1. Place police and other emergency information at telephones - and have phones available to personnel. Know what to say to get help quickly when you call.

2. Recommend areas to be alerted to officers. Let them know when events are taking place and time they start and finish.

3. Explain your program, pointing out possible trouble spots. Request their advice and counsel.

4. Have facilities accessible for visits and work officers into program through speaking at events, etc.

5. Make yourself available for information and consultation.

Cooperate

1. Pass on pertinent information you obtain - names and addresses of gang members, troublemakers; significant trends in gang movements, etc. Also make clear what you will and will not tell them about individual youth.

2. Report to proper sources any or all assaults, thefts, glue sniffing, etc., to assist in eliminating these problems.

3. Learn to be able to describe or otherwise identify offenders. Answer questions as politely and completely as possible. Be certain of your facts. Do not speculate without reason.

4. Don't protect the offenders who frequent your facility. Have a file on chronic offenders - photos, names.

5. Show interest in problem youth - be able to point out the better qualities of the youth so that police will have a more complete picture.

6. When you call, go through all the way with information, details, etc. Work with police to get their point of view.

Use Police Services

1. Use police for mass groups, such as athletic events and dances and large group night activities.

2. Make use of "silent cars." Use police patrol as regular routine with periodic checks by roving officers. Uniformed officers are visually effective.

3. Use Probation Department psychologists and personnel workers in dealing with problem youth in advisory capacity.

4. Call police at earliest possible moment of obvious potential problem.

5. Ask police to patrol before, during, and after a dance, sports events, etc. Call police should mobs form or when fights occur.

6. Use police intelligence information on gang actions and personnel to get at the heart of the situation and problem.

7. Hire off-duty police to supervise large events.

Encourage Police to Participate in Your Activities

1. Invite police participation in special events - starter at a track meet, speaker at banquet, etc. (perhaps in plain clothes).

2. Invite police over to talk to your group (personnel).

3. Invite police officers to talk to groups of teens and their parents.

4. Encourage police and youths to role-play the others' role in group therapy.

5. Suggest that police department participate in activities for youngsters.

6. Use as leaders in projects for smaller boys. Big brother system, volunteers, etc.

Stimulate Public Relations

1. Invite police to speak or show films at student-body assembly. Set up a special program on police protection, responsibilities, and services.

2. Introduce policemen in schools or program early so children will feel he is a friend.

3. Arrange student tours of Police Department; open houses at Police Department.

4. Have essay contest for students: "How does Police Department serve the community?"

5. Deputize certain juveniles with limited, defined authority. Organize a youth board.

6. Use Central Juvenile Index report on school delinquency problems.

7. Help people of community to communicate with police. Educate public as to police services.

8. Encourage police to work more closely with parents in helping child.

9. Accompany offenders to court.

PROBLEM AND SOLUTION

Problem: Older children dominating elementary playground areas resulted in lowered attendance of younger children.

Solution: The playground was divided into various activity areas according to age groups. Areas were changed as activities changed, and a free choice area was provided for all ages. The director contacted other youth-serving agencies to discuss the new program and ask for help. Leaflets outlining the program were distributed locally by neighborhood volunteers, and school auditorium calls by age levels were held to tell the children of the new program. Parents were invited to bring their children and to observe the program. As a result, the program functioned well.

PART V LANGUAGE OF MODERN YOUTH

Slang and Jargon of Participants

Language consists of speech and signs. Adolescents use words and signs pictorially, adaptably, and creatively. Such a process is essential to emancipation, to self-identify, and to remodeling old values to fit the new situations confronting the youth.

It is not possible to include in this manual a complete dictionary of terms used by modern youth. It is sufficient to say that the language is well-sprinkled with obscenities and clues to the adolescents' preoccupation with their social tasks and interests. Although there may be doubt about their differentiating between acceptable and obscene language, they frequently modify language when there is occasion to do so (when a lady is present).

Possibly the only importance is language in work with youth is what is required of the worker. Obviously, he must have the capacity to hear what is said, the way it is said, and the context in which the words are used if such a conversation is to have usefulness to him in his work with youth. A potential difficulty for workers is that they hear the language in terms of its meaning to them, and not in terms of the meaning to the speaker or transmitter or the listener to whom it is addressed. A special caution: gang language is almost sacred to gang members - intrusion on something of their own may lead to alienation. Do not try to talk the language unless you are completely aware of all the language and are accepted by the gang as a "big brother." But to understand it may provide empathy and status with the group.

Selected examples of language used by today's youngsters, but which probably have changed or have additions by the time you read this, are:

1. Acid head - user of LSD.
2. Bitch'en - very good, enjoyable, exciting.
3. Blood music - Negro jazz.
4. Bloods - Negroes.
5. Boss - great, wonderful.
6. Busted - arrested.
7. Cat - a boy or a man.
8. Chicken scratch - hypo marks on arm.
9. Cheese points - kiss-ups, brownie points - refers to "boot licking" activities or attitudes.
10. Coins - money.
11. Cool - excellent, desirable.
12. Cool it - a) hide; escape; get out.
    b) cut it out; stop offending action.
13. Play it cool or be cool - poised and in control of situation.
14. Crazy - cool, better than good.
15. Crib - house, home; where one lives; pad.
16. Custom - real cool, usually referring to a guy. Enthusiastic term.
17. Cut out - leave.
18. Dig - look, hear, or understand.
19. Ding - "freak;" idiot (referring to a person) - derogatory term.
20. Dropping reds - taking pills, usually red or yellow in color, used to provide "kicks" or to get "high."

21. Dud - not any good; bad; of no value; blah.

22. Dude - a "square"; a boy; can mean any person being referred to.

23. Fall out, man, or jump... - flake off, leave.

24. The finger - sexual contact.

25. Fink - squeal or to inform on someone; blabbermouth; troublemaker.

26. Fire on - punching someone, beating him up.

27. Flake off - depart, leave.

28. Flip out (on LSD) - go out of your mind, crazy.

29. Funky - square: "It's a little funky in here" - this is "square," boring, etc.

30. Fuzz - police or authority.

31. Gig - a dance or party.

32. Grip - steal.

33. Hang it up - stop.

34. Hassle - "don't hassle me" - don't give me any trouble.

35. Hawk - spit.

36. Hip - knowledgeable to a certain set of facts; in the know.

37. Hit - (on a butt) drag on a cigarette.

38. Jam - private party.

39. Jack him up - tell him what the score is; beat him up; or tell him to "shape up."

40. Later, man - forget it, don't bother me now, get over it.

41. Lice - police.

42. Lighten up - don't be so hard on me.

43. Make it - go home, leave.

44. The Man - the big one, the head, leader, or "me."

45. Mickey Mouse - dinky, kid stuff.

46. Now ain't that foul - dirty.

47. Out of sight - bitch'en, very good.

48. Pad - house; home; where one lives.

49. Pardner - close associate.

50. Punk - a) referring to a hustler or "pimp."
b) one who doesn't understand, whimp.

51. Pussy - sissy, male homosexual.

52. Rent-a-cop - a policeman or security guard assigned to school or special functions.

53. Righteous - cool, bitch'en, desirable or very good.

54. Ruco - authority (Mexican term); "Here comes El Ruco" (police, teacher, etc.).

55. Rumble - term meaning fight proposed between two rival gangs.

56. Score - sexual intercourse; make a contact to purchase dope.

57. Scruffy - ugly, unattractive.

58. Scuzzy - ugly, unattractive.

59. Set of threads - a suit of clothes or just clothes.

60. Shine me on - tell me some more (lies), turn me on, or forget about me.

61. Shoot me down - put me down; "He's always trying to shoot me down."

62. Shoot that on me - give me that line, tell me about that.

63. Slack - "give me some slack"; lighten up the pressure; give me another chance.

64. Slick - "all slicked down"; dressed up.

65. Soul - very good, fair, cool.

66. Split - leave.

67. Stick - "give me a stick"; marijuana cigarette.

68. Stash - a hidden amount of money or narcotics.

69. Stud - a man or a boy.

70. Style - how he dresses, handles himself, faces a situation.

71. Swinging - outstanding, very good.

72. Talking in my face - screaming, giving a bad time, or talking too much.

73. That's him, Jim - the man, the leader.

74. Thump - fight.

75. Too loose - too drunk or uncontrolled in his actions and words.

76. To see no more time - to do no more time in jail.

77. Tough - meaning very good.

78. A trim - sexual intercourse.

79. A trip - an LSD or narcotic experience.

80. Turn it off - put out cigarette; stop talking; change your attitude.

81. Up tight - to be close.

82. Whimp - one who is not part of the group; punk.

PART VI REFERRAL

How to Contact Other Agencies

The focus of the leader should be that of enabling the individual to use the services of the program more effectively. A secondary function of the leader is that of helping members to use the resources of other agencies. The leader should use his professional skill to understand the problems of the individual, but he does not permit himself to become involved in helping the individual with his problems unless they are those which can be met within the service of the program. If his problems lie outside the scope of the program, the individual should be referred to other agencies for counseling or aid.

Modern family and child welfare agencies, both public and voluntary, are recognized as an important line of defense in the identification and treatment of social adjustment problems and in providing supportive services.

COMMON REASONS FOR REFERRAL

Referrals are made for many types of anti-social conduct or destructive acts, but usually more than one type is evident at the time of referral. The following, however, are the most common reasons for referral: theft, fighting, assault, vandalism, objectionable language, disregard for authority, disrupting or interferring with program, verbal abuse of other patrons (members and leaders), immoral acts, sex delinquency, etc.

The agencies listed here are only a partial source of referral agencies. They are listed for your general knowledge and convenience. An excellent and more comprehensive source is the current 1965 Edition of the Directory of Health, Welfare and Recreation Services in Los Angeles County, published by the Welfare Information Service, Inc. (see item number 16.)

1. California State Mental Hygiene Clinic
   954 North Vermont Avenue, Los Angeles 90029 - 662-8171

   (Listed as L. A. State Mental Hygiene Clinic)

   Program: Out-patient psychiatric clinics for the treatment of children and adults with emotional problems or mental illness; diagnostic and consultation services to other social agencies.

2. California Youth Authority
   107 South Broadway, Room 3123, Los Angeles 90012 - 620-2182-83-92

   (Phone number for Officer of the Day)

   Program: Consultation and staff services to correctional and law enforcement agencies, community groups and youth organizations; conducts training institutes for probation, juvenile law enforcement and institution personnel.

3. Child Guidance Clinic - Los Angeles
   746 West Adams Boulevard, Los Angeles 90007 - 749-4111

   Program: Study and treatment of children 18 months to 18 years with personality and behavior difficulties. Encourage determining of suitability call from referring professional sources; telephone application must be made by parents or legal guardians for appointment.

4. Child Welfare and Attendance - Los Angeles City Schools

   Area Offices

   Area 1 - West Valley
   17501 Cantlay Street, Van Nuys 91406 - 345-2656

(Cont'd.)

Area Offices (Cont'd.)

Area 2 - East Los Angeles
1200 Cornwell Street, Los Angeles 90033 - 225-2383
Area 3 - Southeast & Huntington Park
1303 East Firestone Blvd., Los Angeles 90001 - 587-6285
Area 4 - Harbor
1208 Magnolia Avenue, Gardena 90247 - 327-8660
Area 5 - West Los Angeles
2635 South Colby Avenue, Los Angeles 90064 -473-1163
Area 6 - Metropolitan Los Angeles
644 West 17th Street, Los Angeles 90015 - 747-0181
Area 7 - East Valley
8605 Colbath Avenue, Van Nuys 91402 - 894-6401

5. Child Welfare and Attendance - Los Angeles County
155 West Washington Boulevard, Los Angeles 90015 - 749-6911, Ext. 365

6. Community Services - Los Angeles County
220 North Broadway, Room 701, Los Angeles 90012 - 629-9211,
Ext. 63331

Program: Assists and coordinates, countywide, the work of community or public agencies, committees, or councils engaged in activities designed to prevent juvenile and adult deliquency.

7. Juvenile Court Desk - Los Angeles County
1601 Eastlake Avenue, Los Angeles 90033 - 223-2241

Program: Hearing and disposition of Juvenile Court cases. Cases received through Intake Section of the Los Angeles County Probation Department.

8. Los Angeles City Schools (Main Office)
"Los Angeles City Unified School District of
Los Angeles City Board of Education"
450 North Grand Avenue, Los Angeles 90012 - 625-8921
Security Section - Administration Building A-218 - 624-6858

9. Los Angeles Police (Juvenile Division)
1335 Georgia Street, Los Angeles 90015 - 624-5211, Ext. 2801

Program: Prevention and repression of crime: discovery, apprehension and control of juvenile delinquents. Maintains street patrols with special attention to places of environmental hazard.

10. Los Angeles State Mental Hygiene Clinic (of California State Mental Hygiene Department)
954 North Vermont Avenue, Los Angeles 90029 - 662-8171

Program: Out-patient psychiatric clinic for the treatment of children and adults with emotional problems or mental illness; diagnostic and consultation services to other social agencies. Will assist with voluntary admissions to state hospitals.

11. Neighborhood Youth Association
11646 West Pico Boulevard, Los Angeles 90064 - 879-0910

Program: Provides a social group work service through small groups for youth 9 to 15 years who have difficulty in adjusting to school, home, and community. Group referrals from school personnel, juvenile officers, and other social agencies.

12. Los Angeles County Probation Department
320 West Temple Street, Los Angeles 90012 - 628-9211

Program: Conducts social investigations and supervises cases of adult law violators referred by the courts; and cases of delinquent minors and certain dependent or neglected children in need of protection of the juvenile courts.

Intake and Detention Control
1601 Eastlake Avenue, Los Angeles 90033 - 223-2241

Program: Has responsibility for intake of juvenile cases in which minor is detained (non-detained cases are handled at intake by the area office). Also conducts probation officer's investigation concerning need for detention.

Juvenile Facilities Division (Headquarters)
320 West Temple Street, Los Angeles 90012 - 628-9211, Ext. 63008

Program: Provides both short-term detention services (Juvenile Halls) and longer-term institutional rehabilitative programs for minors for whom such treatment is ordered by the court. Also provides detention and shelter care services for dependent and neglected children needing court protection.

13. Sheriff's Department - Los Angeles County
211 West Temple Street, Room 265, Los Angeles 90012 - 626-9511, Ext. 82041

(Cont'd.)

Sheriff's Dept. (Cont'd.)

Program: Responsible for administration of police function of County, preservation of peace, apprehension of criminals, prevention of crime and suppression of delinquency.

Juvenile Bureau
211 West Temple Street, Room 333, Los Angeles 90012 - 626-9511, Ext. 82919

Program: Institutes and participates in delinquency control and crime prevention programs having for their purpose the discovery of delinquents, potential deliquents, and community programs and conditions tending to create delinquency.

14. Special Services For Groups, Inc.
2400 South Western Avenue, Suite 207, Los Angeles 90018 - 731-0666

Program: Serves youth who are delinquent or in immediate danger of becoming delinquent and their families. The youth come to SSG's attention by referrals from delinquent groups, by the CYA, and by juvenile officers. Offers staff consultation to agencies concerned with delinquency control and prevention.

15. Social Work Bureau
California State Mental Hygiene Department
107 South Broadway, Los Angeles 90012 - 620-2060

Program: Supervision and casework services for patients on indefinite leave of absence from State Mental Hospitals. Brief case work and referral services also given to other mentally ill patients and their families and consultation services to community agencies.

Branch Offices:

Eastside: 3525 West Beverly Boulevard, Montebello 90640 - 723-7900
Hollywood: 501 South Fairfax, Los Angeles 90036 - 937-0313
Long Beach: 3905 Atlantic Avenue, Long Beach 90807 - 427-0973
North Hollywood: 6442 Coldwater Canyon, No. Hollywood 90616 - 766-3894
Southside: 3742 S. Santa Barbara Ave., Rm. 204, Los Angeles 90008 - 295-5581

16. Welfare Information Service, Inc.
729 South Figueroa Street, Los Angeles 90017 - 624-8821

Program: Case work-oriented information, referral and consultation service for troubled persons or those who wish to help them. Maintains central resource library on public and voluntary community services available in Los Angeles County.

APPENDIX A

1. Groups Scheduled for Survey Sampling

2. Table of Posed Problems

3. "How To" Form

4. General Principles or Policies Questionnaire

5. Sample Letter Sent to Personnel Who Edited Sections of the Manual

GROUPS SCHEDULED FOR SURVEY SAMPLING

One of the initial steps in preparing this Guide was to meet with the following groups to identify the most common, crucial, and recurrent problems which faced the workers. These groups also proposed solutions to the problems. The cooperation of these groups was basic to the development of this project in its early stages and the Recreation and Youth Services Planning Council is grateful for their invaluable assistance.

1. Senior High Contact Representatives - Bellevue Youth Services

   Group of 35 certificated teachers who are contact persons or coordinators of Youth Services Program and act as liaison between principal of local school and the Youth Services Section.

2. Dorsey High School Student Council - Dorsey High School

   Group of 20 junior and senior high school students selected for leadership ability to represent students in student council. Active in student and local community affairs.

3. Youth Services Playground Personnel - Bellevue Youth Services

   Cross section of 33 elementary, junior high and senior high Youth Services leaders. Included in this group were some administrators. The group represented personnel actually involved in on-the-spot situations in trouble areas of the city.

4. Gompers Center Policy Committee - Gompers Center Youth Services

   A group of 24 7th, 8th and 9th grade junior high students who are involved in the policy-making decisions of this Youth Services Center. Group also active in social life of the Youth Services and the school.

5. Eastside Boys' Club Members - Eastside Boys' Club

   A group of 8 teenage members actively involved in the Boys' Club program.

6. Teen Post Staff - Teen Post Offices, Armory Building

   A group of 100 Teen Post staff including directors, adult aides and workers actively involved in Teen Post programming.

7. Junior High Youth Services Coordinators - Bellevue Youth Services

   A group of 45 teachers employed also in the junior high Youth Services Program who act as liaison between principal and the Youth Services Section.

8. Group Guidance Unit - Human Relations Department, Los Angeles County

   Ten experienced field workers in Group Guidance.

9. Loyola University

   Forty graduate students seeking degrees and credentials in Pupil Personnel Services (experienced teachers).

10. Loyola University

    Ten senior field work students in counseling.

TABLE OF POSED PROBLEMS

This list of problems evolved from group meetings. The changing list was presented in its various stages to each group as the study progressed.

1. HOW TO PREVENT VANDALISM
2. HOW BEST TO UTILIZE POLICE SERVICES
3. HOW NOT TO ANTAGONIZE MEMBERS OF ETHNIC GROUPS
4. HOW TO CONDUCT A SAFE DANCE
5. HOW TO CONTROL BOY-GIRL PROBLEMS
6. HOW TO COPE WITH GANG ACTIVITY
7. HOW TO PROVIDE SUITABLE ACTIVITIES FOR DELINQUENCY-TYPE YOUNGSTERS
8. HOW TO GIVE PROPER GUIDANCE
9. HOW TO PROTECT BOARD PROPERTY
10. HOW TO COPE WITH THE DRINKER
11. HOW TO COOPERATE WITH OTHER AGENCIES
12. HOW TO CONTROL IMPROPER LANGUAGE
13. HOW TO BREAK UP A FIGHT
14. HOW TO PREVENT STEALING
15. HOW TO COPE WITH A NARCOTIC SITUATION
16. HOW TO COPE WITH THE TRESPASSER
17. HOW TO TREAT THE TOUGH GROUP
18. HOW TO DEAL WITH DEFIANT TYPES
19. HOW TO DEAL WITH TROUBLESOME SCHOOL DROPOUTS
20. HOW TO DEAL WITH HANGERS-ON AT PLAYGROUND
21. HOW TO PREVENT CLIQUES

22. HOW TO DEAL WITH IMPROPER DRESS
23. HOW TO CHANNEL ATTITUDES
24. HOW TO OBTAIN ASSISTANCE
25. HOW TO DEAL WITH SMOKING
26. HOW TO PREVENT VIOLENCE
27. HOW TO HANDLE A "BULLY"
28. HOW TO PREVENT LOSS AND DAMAGE OF SCHOOL PROPERTY
29. HOW TO PREVENT BREAK-INS
30. HOW TO SEGREGATE "LITTLE KIDS" FROM OLDER ONES
31. HOW TO QUIET A DANCE
32. HOW TO PREVENT "IMPROPER" DANCING
33. HOW TO PREVENT GIRL GANGS
34. HOW TO HANDLE UNRULY ADULTS
35. HOW TO DEAL WITH INSUBORDINATION
36. HOW TO CONTROL RESTROOMS
37. HOW TO AVOID GATE CRASHING AND CONTROL OUTSIDERS
38. HOW TO INTEREST THE ANTI-SOCIAL INDIVIDUAL IN SCHOOL
39. HOW TO PREVENT A GANG FROM ORGANIZING
40. HOW TO PREVENT A GANG FROM CONTROLLING A FACILITY
41. HOW TO PREVENT A GANG FROM "RUNNING THE SHOW"
42. HOW TO PREVENT A RAID ON THE GROUNDS OR AT EVENTS
43. HOW TO UTILIZE PUBLIC AND LAW ENFORCEMENT SERVICES
44. HOW TO WORK WITH THE JUVENILE POLICE
45. HOW TO DEAL WITH "GIRL GANSTERS"

"HOW TO" FORM

The sample form on the following page is one of many used to present to the respondents the posed problems listed on the previous page. Various problems were presented to each respondent, depending on the stage of the study. Not every problem was presented to every respondent.

The Youth Services Section of the Los Angeles City Schools has asked the Recreation and Youth Services Planning Council to prepare a guide or handbook for personnel on how to prevent and to deal with certain problems, individuals, and situations of an anti-social nature. You may assist by providing answers in the places below.

IN THIS COLUMN A	IN THIS COLUMN B
For each "How To" give your best answers. Be very specific. Be practical. Avoid the obvious. For #3 in each one try to give a "wild," unusual, or "different" answer. Go to it!	Now you suggest some additional problems or situations which you think should be included in this guide. Finish the "How To" line; then again give your answers.
HOW TO PREVENT VANDALISM 1 1. ____ 2. ____ 3. (Wild answer) ____	HOW TO ____ (Fill out) Your answers: 1. ____ 2. ____ 3. (Wild answer) ____
HOW NOT TO ANTAGONIZE MEMBERS OF ETHNIC GROUPS 2 1. ____ 2. ____ 3. (Wild answer) ____	HOW TO ____ (Fill out) Your answers: 1. ____ 2. ____ 3. (Wild answer) ____
HOW BEST TO UTILIZE POLICE SERVICES 3 1. ____ 2. ____ 3. (Wild answer) ____	HOW TO ____ (Fill out) Your answers: 1. ____ 2. ____ 3. (Wild answer) ____

GENERAL PRINCIPLES OR POLICIES QUESTIONNAIRE

This form was presented to experienced workers in the field of recreation and youth services in order to obtain more specific viewpoints.

RECREATION AND YOUTH SERVICES PLANNING COUNCIL AND THE

LOS ANGELES CITY SCHOOLS YOUTH SERVICES SECTION

MANUAL FOR YOUTH SERVICES PERSONNEL: SPECIAL SERVICES

1. What are some general principles or policies you believe would be effective in preventing or coping with anti-social activities related to the out-of-class hours recreation program?

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

2. Describe and discuss an after-school anti-social recreation program situation which you believe was handled particularly well, and from which something might be gained for inclusion in the Manual.

3. What would most help you from the point of view of your particular role, responsibility, or connection with the Youth Services Program?

4. What recommendations can you offer the following in reference to their role in preventing or combating anti-social behavior?

School principal and vice-principals

Counsellor

Teachers

Playground Director

Play Leaders

P.T.A.

Others

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SAMPLE LETTER SENT TO PERSONNEL WHO EDITED SECTIONS OF THE MANUAL

April, 1966

(Individually addressed)

The Recreation and Youth Services Planning Council is now engaged in preparation of "A Guide for the Prevention and Control of Anti-Social Behavior in the Operation of Youth Services Program" for the Los Angeles City Schools.

We have gathered data and information from on-the-job staff workers in the field; the material has been compiled and screened, but it has not yet been edited.

Our committee is asking highly experienced and capable personnel in the field for guidance in editing this material into its final form. You have been recommended to us, and we would appreciate your help. We feel that the procedure we have set up will produce the maximum results with minimum effort. It will not take a lot of your time.

Briefly, the material has been tentatively organized and categorized. Most of it is still in the exact language of the workers. We would like for you to devote your attention to these sections:

(Sections listed)

As mentioned, this should take a small amount of time.

In evaluating these sections: (1) briefly indicate items which should be kept in - a check for good ones, two checks for more valid ones; (2) cross out items which should be omitted; (3) add your own suggestions. Feel free to change any of the wording to make it clearer or more exact. We are most interested in your additional comments and suggestions for improvement if you have any.

The time element is very important as our deadline is near. Therefore, we would appreciate it if you would return the completed and edited evaluation within the next week. Enclosed for your convenience, and to expedite the handling of the material, is a self-addressed, stamped envelope.

Again, our sincere thanks to you for your concern, cooperation and valuable assistance in the project. A copy of the report will be sent to you when the project is finished.

Sincerely yours,

Donald A. Pelegrino
Staff Advisor

DAP:eh
Enclosures

APPENDIX B

SUMMARY - LAWS FOR YOUTH

It is often helpful to the leader to know and understand the laws that will directly concern his responsibility and program. Information in this section is not to be regarded as a final authority on any legal question. Your local law enforcement officer can inform you regarding laws and local ordinances.

This summary is intended to aid the leader by presenting in easily understandable form a brief description of selected statutes and ordinances which are important to the young people with whom he deals.

It should be pointed out that many situations are not governed by laws, and the lack of reference to a specific situation should not be taken as implying that no rules exist for determining appropriate behavior.

LAWS FOR YOUTH[1]

The basic purpose of all official agencies concerned with dependent, incorrigible, or delinquent juveniles in California is the protection of minors who are abused or neglected, the prevention of incorrigibility or delinquency, and the rehabilitation of those who get into trouble. The legal basis for this purpose is the Juvenile Court Law (originally enacted in 1903) which declares that proceedings in a juvenile court are not criminal in nature and that all actions shall be taken on behalf of the minor.

The following is a brief description of selected laws with their code abbreviations which are applicable to the youth of Los Angeles County:

BPC - Business and Professions Code
CC - Civil Code
CO - County Ordinances
EC - Education Code
H&S - Health and Safety Code
LC - Labor Code
LAMC - Los Angeles Municipal Code
PC - Penal Code
VC - Vehicle Code

---

[1] Information summarized from Laws For Youth, a publication of the Los Angeles County Department of Community Services, 220 North Broadway, Los Angeles, California 90012. 628-9211. (n.d.)

Curfew Ordinance

No person under the age of 18 years may loiter about the street or other public place after 10 p.m. unless accompanied by parent or legal guardian. (LAMC 45.03; CO 3611). Parents are subject to prosecution if they allow or permit their children to violate this ordinance. (PC 272).

Disturbances

Disturbing the peace is generally defined as loud or unusual noises, or offensive conduct, or threatening, challenging to fight, fighting, or using vulgar, profane, or indecent language within the presence or hearing of women or children. (PC 415).

Of this same type are laws concerning major disturbances, such as gang fights (PC 404-406-407) and remaining present at a place of riot or unlawful assembly after having been lawfully warned to disperse. (PC 409).

It is also unlawful to "crash" a party. (PC 602.5).

Go-Carts

The owner of a go-cart is not eligible to obtain a motor vehicle license because of the way in which go-carts are constructed. A go-cart may not be operated upon a public roadway, street, alleyway, or sidewalk. A vehicle of this type should be operated only on private property and then only under strict supervision. An operator's license is not necessary to drive a go-cart on private property.

Employment of Minors

If a pupil is less than 18 years of age, he must obtain an official

"Permit to work" before he can get a job. These permits are issued by local school districts. A pupil must receive a permit before he can work after school or during vacations as well as for full-time employment.

Firecrackers and Fireworks

No person may sell, buy, possess or use fireworks of any kind without a permit. (H&S Code 12600).

Guns and Knives

It is unlawful for any person to sell, give or lend to any person under the age of 18 years any of the following, and, in addition, it is unlawful for a person under 18 years of age to own or possess any of the following:

> A springback (switchblade) knife. (PC 653k).
>
> A firearm of any kind. (PC 12550).
>
> A spring or air gun designed to shoot BB shots or any other missile, ammunition of any kind, whether containing an explosive or not, for use in any of the weapons described above. (LAMC 45.01; CO 1567).

Liability of Parents for Acts of Their Children

In addition to any other liability that may be imposed by law, the Civil Code provides that parents are liable for any damage to property caused by the willful misconduct of their minor children, regardless of whether or not the parents were in any way at fault. (CC 1714.1). Parents are also liable, without any limitation as to amount, for any damage caused to school property by the willful act of their children. (EC 16074).

Liquor Laws

It is unlawful for any person to sell or give any alcoholic beverage to a minor, or for a minor to buy or possess any alcoholic beverages.

It is a crime for any minor to misrepresent his age in order to buy liquor, or to show any written evidence of age which is false or not his own. A minor who, without lawful business therein, enters and remains in a public premise licensed to serve liquor is guilty of a misdemeanor. (LAMC 27.17, 45.04; BPC 25548, 25662, 25665).

Loitering Around Schools

No person may loiter around any school or public place where school children congregate or pass by. (PC 647a2).

It is a crime for any person over 16 years of age and not a pupil of the school to enter school grounds or buildings and either interfere with class activities, damage property, or do bodily harm to any person. (EC 13558.5).

It is unlawful to insult or abuse a teacher in the presence of other school personnel. This law applies to acts committed on sidewalks, street, public property near schools, or any other place where a teacher may be assigned. (EC 13560).

Malicious Mischief

Every person who maliciously injures or destroys any real or personal property not his own is guilty of malicious mischief.

Smoking

It is unlawful to sell or give tobacco or cigarettes to any person under the age of 18. (PC 308).

Teenage Dances

When anyone plans to sponsor a teenage dance, he should consult with the Police or Sheriff's Department well in advance to learn all the detailed requirements which must be met before a permit can be issued. In general, no person under the age of 18 years may be permitted to be in any public dance hall or dancing club. (LAMC 45.14; CO 5860, Sec. 2073-2074). The ordinance also contains detailed provisions under which a properly recognized adult group may obtain a permit to sponsor an adequately supervised public dance for teenagers.

A public dance hall is a place where the general public is admitted. A school, playground, or place where a private party is held is not usually considered to be a public dance hall.

ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY

For lengthier treatment of subjects of particular interest, the reader may consult the following sources:

Baruch, Dorothy W. *How to Live with Your Teen-ager*. New York: McGraw-Hill Book Company, Inc., 1963. 261 pages.

> Contains useful suggestions for those dealing with teenagers. This analysis includes how to understand and guide teenagers.

Cavan, Ruth Shonel. *Readings in Juvenile Delinquency*. New York: J. P. Lippincott Inc., 1962. 366 pages.

> Deals almost exclusively with ways to prevent delinquency on a long-term basis. It is a very exhaustive study covering the subjects of delinquent definition, delinquent behavior development, patterns of delinquency, and institutional controls and treatment. This is actually a text book containing laws and theories geared for those academically interested in delinquency and delinquency prevention.

Cloward, Richard A. and Lloyd E. Ohlin. *Delinquency and Opportunity - A Theory of Delinquent Gangs.* Glencoe, Illinois: The Free Press of Glencoe, 1963. 220 pages.

> Taking the subcultural approach to delinquency, the authors have analyzed why delinquency occurs. A very interesting theoretical analysis.

Division of Municipal Recreation and Adult Education, Milwaukee Public Schools. *Referral-Guidance Program*. Milwaukee Public Schools, 1952. 12 pages.

> This 12-page handbook carefully outlines the referral-guidance program of the Milwaukee Public Schools. The referral-guidance program is designed primarily to deal with discipline problems encountered by playground directors. The handbook also describes methods and procedures of referral.

Doty, Earl F. and Hans W. Mattick. *The Chicago Boys Clubs' STREETS Project*. Chicago: The Chicago Boys Clubs, 1965. 46 pages.

A description of the philosophy and operation of the STREETS (Socialization, Training, Recreation, Education, Employment, Technical, Services) project of the Chicago Boys Clubs, the purpose of which is to prevent and control juvenile delinquency through a new action program designed for males, ages 10-21.

Gallagher, James Rosewell and Herbert I. Harris. *Emotional Problems of Adolescents*. New York: Oxford University Press, 1964. 210 pages.

A psychological analysis of the problems of adolescents which discusses adolescents' characteristics and problems in depth.

Geis, Gilbert. *Juvenile Gangs*. Report of the President's Committee on Juvenile Delinquency and Youth Crime. Washington, D.C.: U.S. Government Printing Office, 1965. 60 pages.

A review of the historical and current material dealing with gangs and the issues involved directly with intervention work with gangs.

Gottlieb, David and Charles Ramsey. *The American Adolescent*. Homewood, Illinois: The Dorsey Press, Inc., 1964. 281 pages.

A very up-to-date look at the American adolescent. This book considers recent developments in the patterns of adolescent behavior as well as some perceptive theories of why youth act in certain ways.

Herbert, W. C. and F. V. Jarvis. *Dealing with Delinquents*. New York: Emerson Books, Inc., 1962. 207 pages.

This book deals with the proposition of "treating delinquents in the open" - in their own home environment. Subjects included are: specific problems of schools, female delinquents, interviewing, home visiting, recording and assessment of cases.

Hopkirk, Howard W. *Institutions Serving Children*. New York: Russell Sage Foundation, 1944. 244 pages.

A descriptive analysis of the need for children's institutions and the needs of the child and community resources for meeting them.

Kvaraceus, William C., *et al.* *Delinquent Behavior: Culture and the Individual.* Washington, D.C.: National Education Association, 1960. 147 pages.

Volume 1 of *Delinquent Behavior* is intended as a guide for teachers, guidance workers, and school administrators to help them understand, educate, and rehabilitate pre-delinquent and delinquent students. This volume examines delinquency, including its causative aspects, in terms of the interaction of personality with cultural and sub-cultural forces.

Kvaraceus, William C., *et al.* *Delinquent Behavior: Principles and Practices.* Washington, D.C.: National Education Association, 1960. 350 pages.

Volume 2 of *Delinquent Behavior*. In this volume ways and means are set forth to guide schools in their struggle against norm-violating behavior.

Lindblad, Eileen. *Youth in the Nineteen Sixties*. Los Angeles: Los Angeles County Department of Community Services, 1965. 32 pages.

This general survey of youth in Southern California deals with such topics as: (a) what youth programs should do and why they are not doing it; (b) forces which are shaping youths' lives; (c) the value of community-wide programs.

Lohman, Joseph, ed. *Cultural Patterns of Differentiated Youths: A Manual for Teachers in Marginal Schools.* Berkeley: University of California, School of Criminology, 1964. 329 pages.

A well written manual which stresses the need to understand sub-cultural groups. To use cultural diversity, not to destroy it, is a consistent theme of this manual. Includes case histories, current methods and techniques in dealing with cultural differences.

Los Angeles County Department of Community Services. *Youth in Upheaval: Can Our 1965 Approaches Meet Their Future Needs: Proceedings of 34th Annual Conference on Youth Welfare and Delinquency Prevention, Los Angeles.* Los Angeles: Los Angeles County Department of Community Services, 1965. 39 pages.

These proceedings include remarks by a cross-section of youth from various walks of life as well as valuable comments by noted authorities who work with youth and their problems.

Los Angeles County Superintendent of Schools Office. *Guiding Today's Children: A Guidance Book for Teachers and Administrators of Elementary Schools.* Los Angeles: California Test Bureau, 1959. 295 pages.

As stated by the title, this is a book intended to help teachers and administrators guide elementary school children. It discusses such topics as understanding the ideas and feelings of children, use of standardized tests and records, planning for the mentally retarded, etc.

Los Angeles County Superintendent of Schools Office. *Guiding Today's Youth: A Guidance Book for Teachers and Administrators of Secondary Schools.* Los Angeles: California Test Bureau, 1962. 411 pages.

As stated by the title, this is a book intended to help teachers of secondary schools guide adolescents in the right direction. It discusses such topics as work groups, individual study techniques, special adolescent problems, parent-teacher relations, etc.

Martin, Alexander Reid, "Using Leisure Time Agencies to Treat the Problems Confronting Adolescents," *American Journal of Psychiatry*, Vol. 109, No. 5 (Nov. 1952), Pp. 344-351.

A very penetrating article directed toward recreation personnel. The 5-H thesis (dealing with Holism, Humanism, Humor, Homer, and Humility) is explored in depth, as are methods of providing for a more aware and successful recreation leader.

National Committee for Children and Youth. *Social Dynamite: The Report of the Conference on Unemployed Out-of-School Youth in Urban Areas.* Washington, D.C.: National Committee for Children and Youth, 1961. 265 pages.

An outline of causes, implications and partial solutions of the problem presented by the potential social and political unrest of unemployed youth.

New York City Youth Board. *Reaching the Fighting Gang.* New York: New York City Youth Board, 1960. 305 pages.

This history of a fighting gang in New York City presents new approaches for combating the evolution of dangerous street corner gangs.

Ortiz, Martin. Frames of Reference in Working with Disadvantaged Youth. Pasadena, California: National Defense Education Act Institute, Pasadena College, 1965.

This article outlines a systematic approach for decision-making which should prove to be useful for school teachers working with disadvantaged youth.

Richards, Catherine V. "Finding a Focus for Work with Hostile Youth Groups," in Social Work with Groups 1958: Selected papers from the National Conference on Social Welfare. New York: National Association of Social Workers, 1958. Pp. 75-86.

This article examines concepts and definitions of youth groups and forms of groups. The values of hostile group members are given in brief survey. Attention is given to anomaly as it relates to delinquency and to a call for a concentration of resources to solve the problems of delinquent behavior.

Robinson, Duane. Chance to Belong: Story of the Los Angeles Youth Project. New York: Knickerbocker Printing Corporation, 1949. 173 pages.

This volume describes the Los Angeles Youth Project, begun in 1943. An outgrowth of the zoot suit riots, this project began with the objective of carrying on direct work with unadjusted youth as a means of preventing delinquency. It also describes the administrative structure, goals, and successes of the project.

Spergel, Irving. Street Gang Work. Reading, Mass: Addison-Wesley Publishing Co. Inc., 1966. 287 pages.

Written specifically for the gang worker, this volume examines what the street or gang worker does and what he should do in his practice with the delinquent and the potential delinquent. Almost all types of problems that the street worker might encounter are included, clearly identified, and indexed. Section on modifying anti-social behavior is particularly interesting.

Welfare Council of Metropolitan Chicago. Breaking Through Barriers: A Report on the Hard-to-Reach Youth Project of Chicago. Chicago: Welfare Council of Metropolitan Chicago, 1960. 129 pages.

An excellent summary of a cooperative venture of private and public agencies in considering the basic problems and long-term approaches to planning and developing adequate youth services for youth of Chicago. This project included: a survey of unreached youth and their gangs; an experiment in service; and a review, analysis, and evaluation of the project.

Wilson, George T. *Vandalism: How to Stop It*. Management Aids, Bulletin No. 7. Oglebay Park, Wheeling, West Virginia: American Institute of Part Executives, Inc., 1961. 38 pages.

> An analysis of effective practices employed to reduce vandalism in park, recreation and combined departments in American cities of over 50,000 population. Each of the 221 items summarizes the conditions or circumstances of an incident of vandalism, what was done to correct it, and the results of the corrective action. The author's findings and conclusions are presented in a form that should prove valuable to any agency whose facilities and equipment are used by youth or adults.

Wittenberg, Rudolph M. *On Call For Youth*. New York: New York Associated Press, 1959. 241 pages.

> This volume contains numerous suggestions for anyone dealing with the problems of adolescents. A very practical book. It contains suggestions for dealing with such problems as "I'm no good," "I don't care," "I have no date," "I'm in love," and others.

Young, Pauline V. *Social Treatment in Probation and Delinquency*. New York: McGraw-Hill Book Company, Inc., 1937. 646 pages.

> An old but comprehensive analysis and description of the role played by various segments of the population when dealing with delinquency.

Note: In-Service Training Package

Six documentary, in-service training packages have been developed at the University of Michigan's Institute for Social Research under the direction of Dr. Ronald Lippett which utilize a new approach to help administrators, teachers and counselors deal with adult-youth problems in the school and in the community. *The World of Youth* consists of six audience-participation units each containing 30-45 minutes of recorded materials and about 100 pages of written materials for the participants. Special materials are included for the discussion leader. For further information write to Department 36615, Addison-Wesley Publishing Co., Inc., Reading, Mass. 01867.

Lippitt, Ronald, Director. *The World of Troubled Youth: Community Action Projects to Deal with Adult-Youth Problems*. Reading, Mass: Addison-Wesley Publishing Co., Inc., 1966.

1. *The Vicious Circle* . . . examining a communication process between adults and teenagers.

2. The In-Betweeners . . . coping with behavioral problem children in the elementary school.

3. The Latchkey Child . . . working in the community with the extremely difficult delinquent children.

4. The Community . . . developing dialogue between the influencers of youth.

5. Bridging the Generations . . . focusing on adult collaboration with teenagers as teenagers initiate adult-youth communication.

6. The Deciders . . . how adults can help teenagers make decisions in value dilemma.

ACKNOWLEDGEMENTS

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The Recreation and Youth Services Planning Council and the Study Committee are indebted to the many individuals, board members, agencies, administrators and staff for their contributions and suggestions as this Guide was developed and pursued. Over 450 individuals representing 25 agencies (including agencies outside of Los Angeles County) contributed to this Guide. This cooperation and assistance has been appreciated and is gratefully acknowledged. Included among these many contributors were:

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